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ABSTRACT

The overall goal of the 1972-73 Title I Program in the Newark School District was to diagnose reading difficulties of and provide preventive, individualized, developmental, and/or remedial programs for children who had demonstrated extreme educational deficiencies. This evaluation attempts to measure the extent and effectiveness of various reading programs implemented during the 1972-73 school year for disadvantaged elementary and secondary students. The document is presented in five color-keyed sections that include Conclusions and Recommendations; Program Description (scope, objectives, and activities); Program Evaluation (methodology and overview of total evaluative process); Evaluation Findings and Discussion; and Appendixes (tabular postings of test score analyses and the reading intervention longitudinal study report.) Also included is a comparative analysis of Title I and non-Title I student achievement during the school year. Results of this analysis reveal that the nearly 14,000 Title I students (K-3) who participated in the program registered progress in reading achievement either beyond or equal to that achieved by their non-Title I peers. (Author/EA)

ED 082318

NEWARK SCHOOL DISTRICT

PART ONE – REGULAR SCHOOL YEAR

ESEA TITLE I PROGRAM

1972–1973 SCHOOL YEAR

Prepared for:

NEWARK BOARD OF EDUCATION
NEWARK, NEW JERSEY

AUGUST 1973

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EDUCATION & WELFARE
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INTRODUCTION

This will serve to provide readers of this report with an insight into the organization, content description and color coding of the various sections contained herein.

I CONCLUSIONS AND RECOMMENDATIONS

This section (Blue) presents the major conclusions as determined by careful analysis of the data collected during the evaluation. Further, it presents the recommendations made by the Communication Technology Corporation staff regarding the overall Title I Program in Newark.

II PROGRAM DESCRIPTION

Section II (Green) reports the scope of the program, its objectives and the activities undertaken to achieve them. In addition to a general look at the program budget, equipment and materials this section also covers the parent and community involvement in the Program.

III PROGRAM EVALUATION

This section (Pink) provides the methodology employed during the task of evaluating the Newark Title I Program. It presents an overview of the entire evaluation process along with detailed discussions on the instrumentation and data sources.

IV EVALUATION FINDINGS AND DISCUSSION

This section (White) details the data collected by way of the various instruments administered to the participants in the Program. These findings and discussions cover Program activities, services and parent and community involvement. All these data are discussed in relation to the scope and objectives of the Title I Program.

APPENDICES (Yellow)

1A – 6B:	These tables post the results of the analyses of the standardized test score data by school, by grade, by the analytical comparisons discussed in Section IV.
7A:	Title I Reading Intervention Pupils (K-6) – 1972-1973 Longitudinal Study Report. This report is submitted under separate cover and is on file with the Newark School District Department of Federal Assistance Programs.

SECTION 1

CONCLUSIONS AND RECOMMENDATIONS

1.0 CONCLUSIONS

1.1 Based upon the conclusions and recommendations of previous Title I evaluation efforts in the Newark School District, several major modifications were made in the 1972-1973 Title I Program. The primary thrust of these changes was directed at providing a program within the limited resources available, that these would address the priority needs of eligible Title I pupils more effectively and realistically.

These modifications were as follows:

- The stated Title I objective of raising the average reading level of the participants 1.0 grade equivalents was replaced by a set of performance objectives specifically developed to fulfill three requirements: (1) the requirement for more clearly defined and measurable statements of Title I objectives upon which evaluations can be performed; (2) provision for more tangible and concrete relationships between Title I objectives and pupil staff performance outcomes; and (3) provision for more realistic and achievable objectives toward which pupils and staff can work together.
- The scope of the program was condensed in order to concentrate efforts on the lower and middle elementary grades in a concerted attempt to diagnose reading difficulties and provide preventive, developmental and individualized treatment to pupils who have demonstrated extreme reading deficiencies. This change in scope, however, did allow for intensive remedial reading instructions in concert with the disciplines to be given to identified Title I ninth grade pupils reading three or more years below grade level through the implementation of special reading classes and reading laboratories.
- In an effort to maximize the limited resources available, and direct the treatment where it was most needed, i.e., reading and Language Arts, the computational skills project was minimized in the 1972-1973 Title I Program and deleted in the Title I Application. There did remain, however, a certain amount of flexibility in that options were open to include computational skills in isolated instances where this subject was directly related to Reading Instruction.
- The School District of Newark initiated a city-wide standardized pre- and post reading achievement test program for the 1972-1973 school year. This approach provided the opportunity to compare the achievement of Title I pupils to non-Title I pupils, and thus allowed the program administrators to obtain more meaningful needs assessment and evaluative data upon which to base subsequent program modifications and policy-making decisions.

1.2 Parent/Community involvement in the Title I Program has continued to be realized during the 1972-1973 school year. Parents have been provided with continuous opportunities to render their support, cooperation and involvement in the Title I Program. Most Title I participants found parent/community involvement important to the success of the program and of benefit to the children.

1.3 From the analysis of the questionnaire data it is evident that the revisions/modifications of the performance objectives for the 1972-1973 program were effective, in that the Title I professional staff found these changes to have been of assistance to them in their Title I activities. In addition, these same personnel indicated that on-going review/revision of these objectives was important for maintaining program effectiveness.

1.4 The findings from the evaluation data and Title I Needs Assessment Survey (Spring, 1973) support the change in scope for the 1972-1973 program, i.e., the concentration of the Title I instructional activities at the lower and middle elementary grades; furthermore, the data reinforced the need to continue concerted efforts to provide preventive, individualized and developmental treatment to pupils who have demonstrated extreme reading deficiencies. In addition, the analyzed data indicated the need for the expansion of the computational skills project within the Title I Program. This requirement was particularly recommended by the parents who participated in the needs assessment survey.

1.5 Title I project teachers made wide-spread use of a variety of reading materials, methods and programs in their instructional activities, thus tailoring the treatment to meet the needs of the individual Title I pupils.

1.6 Teacher and parent judgement of Title I pre-kindergarten pupils' performance, as revealed from an analysis of the questionnaire data, indicated the great majority of these children are prepared to enter kindergarten in September, 1973.

1.7 The Title I participants exhibited attitudes and opinions about Title I that are essential to the success of any instructional program of this nature, i.e., they demonstrated positive and constructive motivation toward the learning effort, conducted within the program.

1.8 Cultural Enrichment Activities were available to all Title I pupils and their parents, and these activities were judged by the participants to have made a significant contribution to the overall success of the program.

1.9 From the questionnaire data analysis, it is apparent the parents of Title I pupils judged that the Title I program effected positive academic/behavioral changes in their children. It is likewise apparent that these same parents place a variety of demands upon the program in behalf of their children, and are willing to credit the program with the potential to fulfill these demands.

1.10 Based on the responses to the evaluation instruments by the Title I professional and paraprofessional staffs, the in-service training activities in which these personnel were involved were generally appropriate to their respective job descriptions and beneficial to their Title I responsibilities.

1.11 From the questionnaire data analysis, it is evident that the Title I paraprofessionals made a significant contribution to the Title I Program in that the teacher aides were of assistance in instructing pupils under the teacher's direction, and the community aides devoted the greatest portion of their time in working with the community.

1.12 It is apparent that the processes implemented during the 1972-1973 school year to disseminate Title I Program information effectively provided the public with comprehensive news coverage about the various aspects of the program in the school district.

1.13 While the instructional materials and equipment utilized in the Title I Bilingual Component were appropriate to the needs of the participants, the data analysis indicated there was a shortage of such materials and equipment.

1.14 Efforts were made to provide testing materials in the Bilingual Component in May, 1973 that were more appropriate to the capabilities of the Title I pupils. Permission was granted for the administration of the Puerto Rican Achievement test in the Bilingual Program.

1.15 The value of the Control and Experimental Groups in the Afrikan Free School for evaluation purposes was limited because similar testing instruments were not employed to measure gains for the two groups.

1.16 Although the Title I Program offers a variety of supportive services, the evidence points to the fact that these services were limited in scope in that they were not able to meet the needs of all the Title I pupils. The evaluation data supplied by parents indicated, however, that pupil supportive services pertaining to physical, dental, eye and ear examinations as well as medical and dental treatment were needed by the majority of the pupils and had been provided.

1.17 The current organizational structure and personnel assignments within the Title I Program Management/Administration Component do not permit maximum utilization of the Central Office Staff. The requirements for adequate and effective management and administration of the program are extensive and complex enough to warrant the assignment of all presently available Title I Central Office personnel directly and solely to the Title I Program.

1.18 The analysis of the test score results in the lower grades indicates that the 1972-1973 revisions in program design have been effective.

1.19 The implementation of a comprehensive pretest program in the Newark school district provided the Title I administrative staff with the data which confirmed that the general selection process of Title I pupils was proper, and likewise, pin-pointed the minor anomalies in this selection process.

1.20 The implementation of a comprehensive post test program in the Newark school district provided the data for an in-depth comparison of Title I pupil gains in reading achievement with the gains in reading achievement of the non-Title I pupils in the city of Newark.

1.21 In the public elementary grades, where gains were capable of being calculated from standardized test data, it was found that Title I participants, on the average, advanced two months i.e., 0.2 G.E., in total reading more than the non-Title I pupils in the city of Newark during the 1972-1973 school year (refer: Table IV-4 and Figure IV-1, Section IV).

1.22 The Title I kindergarten pupils from both public and non-public schools in the district of Newark revealed by their standardized test scores a spread of classification levels nearly identical to the normal distribution (7% A, 24% B, 38% C, 24% D, 7% E) of classification levels stated by the testing service. Thus the objective measuring device, the Metropolitan Reading Readiness Test, implies that this group of Title I Kindergarten pupils now reveals a distribution of scores which indicate that the group as a whole falls into the acceptable pattern for a normal group of pupils entering grade 1 (refer: Tables IV-8 and IV-42, Section IV).

1.23 Standard test scores of May, 1973 for Title I pupils and the standard test scores for the non-Title I pupils reveal that at the end of grade 1 the Title I pupils revealed reading achievement scores equivalent to the reading achievement scores of the non-Title I pupils from the Newark school district.

1.24 Public elementary pupils in grade 2 and 3 who were participating in Title I activities and selected by reason of need for reading intervention have on the average surpassed or equaled the gains of the other eligible Title I pupils who were not judged to share such need for personalized reading intervention.

1.25 Stated performance objectives were met by Title I pupils in the non-public elementary schools in grades 3, 4 and 6.

1.26 Fifty five percent (55%) of the pupils in the Secondary Follow-Up Reading Project achieved the objective of gaining 0.6 grade equivalents and therefore, the goal striving for 70% of these pupils to meet the objective was not achieved.

2.0 RECOMMENDATIONS

The following recommendations are based upon the findings of the evaluation agency presented in Section IV, and the experiences of the agency's personnel during the evaluation.

2.1 City-wide standardized reading achievement tests should continue to be administered in October, 1973 and again in May, 1974 in order to maintain the successful assessment of the individual needs of children in the Newark School District. As in the 1972-1973 school year, this approach will assist in evaluating the program by:

a. increasing the data base from which city-wide reading norms can be developed and eventually established for the Newark School District;

b. providing uniform conditions, i.e., classroom, teacher, classmates, etc., under which the pre- and post tests are administered;

c. providing reasonable assurance that pre- and post test scores are representative of the same pupil population;

d. providing an opportunity to compare the achievement of Title I children to non-Title I children.

2.2 All Kindergarten pupils in Title I eligible schools should be identified as Title I participants in the 1973-1974 Program. This recommendation is based upon the following conclusions:

a. The 1972-1973 test score results clearly indicate the success that can be achieved with children in this age bracket when they are exposed to early diagnosis and compensatory educational services;

b. The motivation and stimulation to learn, which is afforded these children through intensified and individualized instruction, can minimize the lack of intellectual and social growth that many children in predominantly low-income areas manifest even at that young age;

c. The nature of the treatment, i.e., preventive and developmental, offers the children greater possibilities of maintaining academic parity with their non-Title I peers in the regular school program;

d. By including all kindergarten children in Title I eligible schools as program participants, the data base for on-going longitudinal studies of individual pupil progress is thereby broadened in scope and will allow for the tracking of pupils from their inception into the program.

2.3 Efforts should be made to foster the increasing involvement of the community in Title I activities, both locally and within the state. These efforts should include the continued expansion of the current Title I dissemination processes, the on-going promotion of parent/community workshops and conferences within the Newark Title I Program, and the continued provision for the exchange of information between Newark Title I Program parents and other parent/community groups within the district as well as Title I parents and community groups from other school districts.

2.4 Efforts should be continued to identify and/or develop materials, tests and instructional techniques for the Title I Bilingual Program.

2.5 The high quality inservice training apparent in this year's program should be expanded to meet the expressed desires of the participants in the Title I Program. This expansion would include training for project coordinators, project teachers, teacher aides, community aides, clerks, and parents.

2.6 The performance objectives for grades 1 and 2 should be revised according to more realistic norms which will reflect the actual capabilities and success which these pupils have revealed in comparative analyses.

2.7 The process for selection of Title I reading intervention pupils based on their needs, should be reviewed in those grade levels where test score comparisons did not support the premise that the pupils selected were those with the greatest needs.

2.8 A standardized instrument should be selected, and both the AFS Control Group and AFS Experimental Group in the Afrikan Free School should be pretested and post tested with this instrument over the exact same time interval.

2.9 Reading performance objectives for Special Education pupils should be the subject of review with personnel involved with the Special Education Program. This review should attack the question of whether standardized reading achievement tests are of actual value for the measurement of the performance of Special Education pupils.

2.10 The computational skills project within the Title I Program should be expanded in scope for the 1973-1974 regular school year to provide supplemental instructional treatment for a greater number of Title I pupils.

2.11 The evaluation data suggest that the Board of Education should consider the employment of two (2) full-time additional personnel to assist the Administrative Coordinator, Department of Federal Assistance Programs in the monitoring of all Federal Programs other than Title I.

2.12 Because there has been a vacancy in the Central Office staff since February, 1973, it is recommended that this position be filled as soon as possible.

2.13 Because of the responsibility placed on the Administrative Coordinator of Federal Programs to communicate, negotiate, and in other ways deal with the Federal and State Representatives of the funding sources, the Newark Board of Education should consider the realignment of the entire Department of Federal Assistance Programs (refer Section IV, 10.0).

SECTION II

PROGRAM DESCRIPTION

1.0 MAJOR PROGRAM OBJECTIVES

1.1 IDENTIFICATION

The overall goal of the 1972-1973 Title I Program in the Newark School District was to diagnose reading difficulties and provide preventive, individualized, developmental and/or remedial programs in an attempt to reduce the number of children who have demonstrated extreme educational deficiencies.

In order to successfully accomplish this goal the authors of the program design developed a set of major objectives toward which the instructional treatment and related supportive services were directed.

The paragraphs immediately below are devoted to the identification of the major Title I Program objectives. These objectives are delineated by project and according to grade levels as stated in the 1972-1973 Title I Application.

LANGUAGE EXPERIENCES: ELEMENTARY

Grade Levels	*Objectives*
Pre-Kindergarten	Participating Title I pre-kindergarten children, through a wide range of activities including the development of new concepts or skills; the diagnosis and correction, as far as possible of physical, emotional and social problems that retard the child's growth and development, shall demonstrate that by May, 1973 they are ready to enter kindergarten as evidenced by pupil anecdotal records and teacher and parent judgement of children's performance.
Kindergarten	At least 80% of the participating students will demonstrate that they are ready to read when measured by the Metropolitan Reading Readiness Test administered in May, 1973.
Grades 1 and 2	In grades 1 and 2, participating Title I pupils receiving reading intervention will perform at or above grade level in reading comprehension and word knowledge when measured by the Metropolitan Achievement Test in May, 1973.
Grade 3	In grade 3, participating Title I pupils receiving reading intervention will demonstrate mean grade equivalent gains (reading comprehension and word knowledge) of at least 7 months (0.7) when measured by the Metropolitan Achievement Test in May, 1973.
Grades 4,5,6	In grades 4, 5 and 6, participating Title I pupils receiving reading intervention will demonstrate mean grade equivalent gains (reading comprehension and word knowledge) of at least 6 months (0.6) when measured by the Metropolitan Achievement Test in May, 1973.
Grades 1-6	Participating Title I students in grades 1-6, through a language approach to reading will significantly improve their listening and speaking skills as evidenced by a 75% positive response to teacher, pupil and parent questionnaire instruments administered in the Spring of 1973.

LANGUAGE EXPERIENCES: SECONDARY FOLLOW-UP READING PROJECT

Grade Levels	*Objectives*
Grade 9	At least 70% of the participating Secondary Follow-Up Reading Project students, through participation in reading laboratories and special reading classes, shall increase their reading achievement level by 6 months (0.6) when measured by the Comprehensive Basic Skills Test in May, 1973.

NON-STANDARD ENGLISH SPEAKING

Grade Levels	*Objectives*
Kindergarten-6	Participating Title I students in Spanish-dominant classes will demonstrate a significant (5 month) average grade equivalent increase in reading and mathematics (Spanish) and oral English when measured by standardized tests (Department of Education – Puerto Rico) in May, 1973. Participating Title I students in English-dominant classes will demonstrate a significant (5 month) average grade equivalent increase in reading comprehension and word knowledge when measured by the Metropolitan Achievement Test in May, 1973.

1.2 1972-1973 MODIFICATIONS

Evaluations of previous Title I Programs in the Newark School District indicated the program design did not permit achievement of the stated Title I objective of raising the average reading level of the participants 1.0 grade equivalents. This, coupled with the fact that the evidence also revealed pupils were falling further behind as they continued in school, suggested that an alternate design be considered for the 1972-1973 school year.

Accordingly, several major modifications were instituted in order to provide, within the limited resources available, a program that would more effectively and realistically address the priority needs of eligible Title I pupils. These modifications are discussed in the following paragraphs.

1.2.1 Program Objectives

The stated Title I objective of raising the average reading level of the participants 1.0 grade equivalents was replaced by a set of performance objectives specifically developed to fulfill three requirements: (1) the requirement for more clearly defined and measurable statements of Title I objectives upon which evaluations can be performed; (2) provision for more tangible and concrete relationships between Title I objectives and pupil/staff performance outcomes; and (3) provision for more realistic and achievable objectives toward which pupils and staff could work together.

1.2.2 Program Scope

The scope of the program was condensed in order to concentrate efforts on the lower and middle elementary grades in a concerted attempt to diagnose reading difficulties and provide preventive, individualized and developmental treatment to pupils who had demonstrated extreme reading deficiencies.

This change in scope, however, did allow for intensive remedial reading instructions to be given to identified Title I ninth grade pupils reading three or more years below grade level through the implementation of reading laboratories and special reading classes. The courses were taught by one remedial reading teacher and one discipline emphasis teacher. These teachers checked with subject area teachers to determine the nature of work to be done in the reading classes in order to strengthen both the pupils reading skills and their knowledge of the material being covered in the particular discipline.

1.2.3 Program Instructional Treatment

Reading instruction has always held top priority in the Newark Title I Program. Other related activities, e.g., Language Arts, Arithmetic, etc., were integrated into the program to reinforce the reading treatment. Again, in an effort to maximize the limited resources available, and direct the treatment where it was most needed, i.e., reading and Language Arts, the computational skills project was minimized in the program for the 1972-1973 school year. Utilizing the Title I resources made available through this approach, a number of schools were able to refine and continue new and modern reading programs relevant to their individual needs.

1.2.4 Title I Testing Program

The School District of Newark initiated a city-wide standardized reading achievement test program for the 1972-1973 school year. In order to assess the individual needs of children, these tests were administered in the fall of 1972 and again in the spring of 1973. This approach provided the opportunity to compare the achievement of Title I pupils to non-Title I pupils, and thus allow the program administrators to obtain more meaningful needs assessment and evaluative data upon which to base subsequent program modifications and policy-making decisions.

2.0 PROGRAM DESCRIPTION

2.1 PROGRAM PARTICIPANTS

2.1.1 Title I Pupils

Summarily, the kinds of pupils served by the Title I Program can be identified by means of those needs/characteristics most common among educationally deprived children:

- Poor academic achievement in reading, oral and written communication skills.
- Lack of response to conventional classroom approaches.
- Inadequate performance in communicative skills.
- Socially unacceptable behavior.
- Indifference to responsibility.
- Deficiency in cultural background.
- Physical defects and poor health habits which hinder language development.
- Poor school attendance.

Twenty four thousand, two hundred and eighty seven (24,287) pupils participated in the Title I Program during the 1972-1973 school year. The instructional levels included pre-kindergarten through grade 6 in the elementary division and grade 9 in the secondary division. These pupils represented a total of 75 schools in the district which were involved in the program.

2.1.2 Project Coordinators

There were 77 local school project coordinators in the program (full or part time). One fulltime coordinator was assigned to each Public Elementary and Bilingual Education Center. One fulltime coordinator was assigned to administer the Secondary Follow-up Reading Project in the designated secondary schools. One halftime project coordinator, who also served halftime as a project teacher was assigned to each Special Education School, with the exception of three schools which had a very high enrollment. Each Non-Public Elementary School was assigned a fulltime coordinator with the exception of two schools which had halftime coordinators also functioning as halftime project teachers.

Project coordinators were responsible for developing and implementing meaningful, creative instructional programs designed to meet the needs of educationally deprived children in their schools and centers together with planning and supervising the Title I Testing Program. In addition, they were responsible for developing and implementing a meaningful program of parental and community involvement designed to promote maximum participation in school activities by parents of participating pupils. Inservice training for project teachers, teacher aides, community aides, and the Title I clerk was another of their responsibilities.

2.1.3 Project Teachers

The Title I Program included 151 project teachers assigned to the regular Title I Program. Their duties included conducting developmental and remedial activities for the participating pupils, assisting the classroom teachers in the improvement of instruction; teaching demonstration lessons, and conducting inservice workshops; providing individual assistance to new teachers; assisting in the use of new audio-visual equipment and supplementary materials; acting as consultants to the staff, and assisting in evaluating the effectiveness of the developmental/remedial programs.

2.1.4 Teacher Aides

The Teacher Aide Program was designed to provide a valuable resource to the overall Title I effort which demanded a high degree of individualization. The overall program goal was to employ and train teacher aides to assist the classroom teachers by reducing their non-professional duties and responsibilities. Every effort had been made to assign these aides to the school which serves the attendance area in which they reside in order to promote closer community ties with the school. Their activities included: (1) direct classroom assistance; (2) related community services; and (3) related health and special services assistance. There were a total of 314 teacher aides working in the current Title I Program. These personnel were provided with inservice training activities which included participation in the Career Opportunities Program, the New Careers Program, and the B-2 segment of the Education Professions Development Act.

2.1.5 Community Aides

The complexity and wide range of activities undertaken by the Newark Title I Program dictated the need for community personnel to relate community concerns to school personnel as well as to assist in the dissemination of school programs to the community.

There were 63 community aides serving in the elementary division of the Title I Program; 54 of these personnel were assigned to schools participating in the regular Title I Program, and 9 were assigned to the Bilingual Education Centers. These aides were provided with inservice training activities which included participation in the B-2 segment of the Education Professions Development Act.

2.2 INSTRUCTIONAL TREATMENT

The instructional activities of the program were conducted in 75 schools and/or specified field trip sites. Title I staff were providing developmental and/or remedial treatment to the participating Title I pupils, supported by Language activities which included oral and written communications as well as a variety of on-premise and off-premise cultural enrichment activities.

2.2.1 Elementary (Public and Non-Public)

The reading instructions for the pre-kindergarten and early elementary grades (K-3) were directed more toward developmental rather than remedial kinds of treatment. Each reading difficulty was addressed at its source; instruction was, therefore, individualized, or rendered on a small group basis. New and modern reading projects had been implemented and/or refined for the 1972-1973 school year. Examples of such materials, methods and programs were the following:

McGraw-Hill Programmed Reading Program
Ginn Basic Readers
Scott Foresman
Bank Street Readers
Lippincott Basic Reading Program
I.T.A. (Initial Teaching Alphabet)
A Developmental Reading Program for Visual Motor Perception (Frostig)
Distar (SRA)
Readers Digest – New Skill Builders Series
EDL Reading Laboratories
Peabody Language Kit
Cureton Reading Program
Linguistic Language Arts Project

The reading instructional activities for the middle and upper elementary grades placed emphasis on remedial rather than developmental aspects of the learning process. Again, every effort was made to treat each reading difficulty at its source; teachers sought out the nature and reasons for reading weaknesses, then applied remedial measures on an individual or small group basis.

2.2.2 Special Education

The Title I Program instructional treatment conducted in twelve Special Schools was designed to supplement the regular special education activities. Wherever possible, the same basic design as that utilized at the elementary level of instruction was followed; however, depending upon the types and severity of handicaps, instructional activities were tailored to meet the specific needs and capabilities of the participating pupils in the individual schools. While the objectives varied according to the type of handicapped children receiving services, the major objectives were listed as: (1) to educate each child according to his capacity for learning (emphasis on reading); (2) to give each child a feeling of security in his own group and to whatever extent possible in the community at large; (3) to assist each child to achieve some degree of personal independence and social and economic usefulness within his environment; and (4) to provide for each child, as nearly as possible, a normal school day.

2.2.3 Secondary Follow-up Reading Project

The Title I Secondary Follow-up Reading Project was staffed by one (1) reading coordinator and twenty (20) project teachers. Approximately two thousand (2,000) ninth grade Title I pupils were initially identified for participation in the reading intervention activities. The instructional treatment which officially began on December 1, 1972, was rendered to the pupils at ten (10) secondary school sites within the district. This instructional treatment was provided to participating pupils via a diagonal schedule, three (3) days each week, and consisted in intensified remedial reading instruction through the disciplines and the utilization of reading laboratories and reading class situations.

2.2.4 Bilingual

The instructional services in the Bilingual Education Centers were designed and implemented to assist the participating pupils in their reading achievement. Spanish was the language of instruction for the non-English speaking pupil with English taught as a second language in order to equip the pupil to eventually perform in an English-speaking situation. Spanish was taught as a second language to the English dominant pupil to develop bilingualism.

2.2.5 Experimental Classes at Marcus Garvey Elementary School

The experimental program at the Marcus Garvey School consisted of the African Free School (AFS) and a control group established for evaluative purposes. According to the AFS design, during this regular school year, 30 pupils, grades five through eight, attended each group. Both groups were matched with regard to staff, services and availability of supplies. They differed only in regard to curriculum and the availability of consultant services for the AFS class.

Special features of the experimental curriculum were Swahili, Afro-American History, Literature, Custom and Concept, Travel Log, Simba Wachanga (physical education, drill, dance, drama, health and hygiene), Seventh Wonder, (guest speakers who come from all walks of life, e.g., diplomats, scientists, social workers), Remedial Mathetatics, and Arts and Crafts. The main objectives of the AFS were: (1) to improve the academic and emotional achievement of the pupils; and (2) to teach racial dignity and pride without teaching racism.

2.2.6 Project Link

The major objective of this instructional project was to provide concentrated remedial help in reading and related areas for pupils who were considered to be potential dropouts. The program serviced 47 pupils, grades 7 and 8 who normally would have attended a school in an identified eligible attendance area.

2.2.7 Paleontology Project

This project was housed at the Newark Museum and focused on the following major objectives: (1) increase the child's reading ability and vocabulary by the use of fossil identification sheets and related material and naturally incorporate scientific language into the child's vocabulary and techniques of observation in this experience; and (2) provide personal involvement in outdoor education using the fossils collected and related experiences as a focal point that can be brought back into the classroom and the home as a nucleus around which scientific knowledge and interest can grow.

2.2.8 Neglected and Delinquent Children Project

The Essex County Youth House and Saint Timothy's Foster Home were the two institutions in which this particular project of the Title I Program operates.

In the Essex County Youth House instructional treatment was provided by four instructors to approximately 114 identified Title I pupils (ages 12-17) whose court cases are pending decision.

Tutorial assistance and guidance services were rendered to approximately eight identified Title I children at the Saint Timothy Foster Home. These children remained in the home from six months to one year awaiting final court disposition, i.e., return to their own homes or foster homes. The Title I services given to these youngsters were in support of their regular instructional treatment provided to them in the public schools which they attended while in residence at the home.

2.3 INSTRUCTIONAL EQUIPMENT AND MATERIALS

The major items of equipment and materials utilized in the Title I Program included the following:

Instructional Equipment

Visual

- Television Receivers
- Technicolor Loop Projectors
- Movie Projectors 16MM
- 8MM Projectors
- Overhead Projectors
- Opaque Projectors
- Film Strip and Slide Projectors
- Microfilm Readers
- Show 'N Tell
- Previewers
- Cameras

Audio

- Radios
- Phonographs
- Tape Recorders
- Cassette Recorders
- Carrivoice
- Listening Stations
- Reading Laboratories
- Programmed Instruction
- Perceptomatics
- Controlled Readers
- Tachistoscopes
- Reading Pacers

In addition to the equipment and materials mentioned above individual project teachers developed a large variety of teaching aids unique to their own instructional situations.

2.4 CENTRALIZED SPECIAL SERVICES

Educational evaluation and research studies indicate that many pupils fail academically because of mental, emotional and physical deficiencies. In an effort to prevent and/or ameliorate identified pupil deficiencies, the Newark Title I Program provided pupil supportive services through its Centralized Special Services

Component. The activities of this component were designed to prepare and equip identified Title I participating pupils with those ancillary aids that would assist them in the improvement of their reading achievement.

Centralized Special Services provided diagnostic and corrective remediation services in reading by utilizing the assistance of specialists, trained in the intensive and indepth diagnosis of severe reading disabilities. The causes of these disabilities were detected, and the measurement of their effects evaluated to determine the pupils' instructional needs and the techniques to be employed. Referrals were then made to the proper agency or department of Centralized Special Services. These agencies and departments, in turn, placed the pupils in the appropriate diagnostic and/or therapeutic program.

2.4.1 Health Services

Certain minimum conditions were required for pupils to learn. One of the most basic such conditions was adequate medical, dental and ocular functioning. The health of many Title I pupils did not meet these standards. The most pressing need for these pupils was the identification and proper diagnosis of health deficiencies followed by referral and treatment to remedy their problems. The services of regular professional medical, dental and support personnel were secured to provide the services required to meet the needs of these pupils. Available statistical documentation reveals that the following types and numbers of such personnel were employed in the Title I Program.

Type	Number
Dentist	1
Dental Assistant	2
Medical Technician	3
Physician	3
Nurse	10
Health Clerk	1

2.4.2 Child Guidance Services

Social and mental problems affect a child's ability to learn as much as a cast on his arm affects his ability to write. Indeed, often they are even more difficult to remedy than a broken arm. A number of children in the Title I Project Attendance Areas suffer from such problems.

The objective of this portion of the program was to detect and diagnose social, emotional, and speech problems through the efforts of a team of specialists in the field of social work, mental health, and speech therapy. The team endeavored to secure treatment, as required, through referrals to appropriate health care agencies.

There were four social workers and one psychiatrist working in the Title I Program in the area of Child Guidance Services.

2.4.3 Attendance Services

The objective of this portion of the program was to assist in increasing the number of secondary school Title I pupils who attend school on a relatively continuous and uninterrupted basis. To this end, Attendance Counselors were assigned to assist in maintaining liaison between the home and the school on matters concerning pupil absenteeism, keeping the Title I Project Staff informed of cases of acute absenteeism as they relate to economic deprivation, and helping to educate the parents of Title I pupils to their legal and moral responsibilities in connection with their children's attendance at school.

There were two attendance counselors working in this area in the Title I Program.

2.4.4 Youth Development Clinic

The Youth Development Clinic of Newark agreed to supply psychiatric out-patient service for Title I pupils with severe atypical behavior patterns and for their parents or parental surrogates. These referrals are made to the Clinic by the Centralized Special Services.

The objective of this portion of the program was to detect, diagnose and treat participants with behavior patterns which require psychiatric counselling. This service was provided by Title I Resources through a contractual arrangement with the Youth Development Clinic.

2.5 PARENT/COMMUNITY INVOLVEMENT

One of the most impressive aspects of the Title I Program in the Newark School District was the extent to which community participation has been achieved since its inception. As a result of this, there was greater understanding on the part of the community of the problems of their schools, and active participation in the solving of these problems. In addition, school personnel have greater insight into the relationships between the school and the condition and needs of the immediate community. Mutual and effective cooperation was the measurable result.

Each of the designated schools, in the Title I eligible attendance areas, public and non-public, had formed a local Parent Council consisting of parents, local community leaders, and school personnel.

The Local Parent Councils, in turn, were organized into five Group Parent Councils serving five convenient geographic areas of the city. One member from each local Parent Council was selected for representation on the Group Parent Council. This structure provided parents with the opportunity to discuss and solve problems of mutual concern that were specific to their particular geographic area.

A city-wide Central Parents' Council provided an overall focus for the effort. The Council consisted of one representative from each of the following groups:

Local parent council representatives
Local community action agency
Non-public school
Principals' Association
Various teachers' associations
Title I Project Coordinators' Association
Various community agencies

The specific functions of the Central Parents' Council were to:

- Engage in an ongoing review of the project activities, with a view toward assisting administrators and staff of the Title I Program in improving the operation of program development and progress.

- Promote community support of the program and determine areas of needed improvements in the Federal guidelines and legislation.

- Improve the involvement and participation of parents in program areas where parental reinforcement is essential to the educational progress of the children.

- Review programs and budgets.

- Make recommendations concerning the overall Title I Program.

- Contact State and Federal officials with concerns relating to legislation affecting children served by the Title I Program.

Through the efforts of these various Parent Councils, parents were encouraged to participate in educational field trips by teachers and pupils as extensions of classroom activities. Parents assisted teachers by serving as chaperones and resource persons, and by reinforcing the adult-pupil relationship needed by the youngsters.

2.6 PROGRAM MANAGEMENT

2.6.1 Personnel/Organization

Figure II-1 illustrates the current organizational structure of the Newark School District's Department of Federal Assistance Programs and the specific relationship between this department and the Title I Administrative component.

As Figure II-1 indicates, the Administrative Coordinator is directly responsible to the Superintendent's office for all Federally funded programs. Under his administration and supervision these programs are designed and implemented in the school district. A Principal Clerk-Stenographer is assigned to assist him in the discharge of his responsibilities.

The Title I Program Administrator, in turn, is directly responsible to the Administrative Coordinator for the overall administration and supervision of the Title I Program. He has at his immediate disposal the assistance of the following personnel: Principal Clerk-Stenographer; Dissemination Specialist; Community Liaison who interacts between the Title I Program Administrator and the Parent/Community groups; and two Title I Field Coordinators whose primary task is to extend the effectiveness of the Title I Central Office to the local schools involved in the program.

Five Central Office Coordinators who are members of the Administrative Coordinator's staff also support the Title I Program Administrator in monitoring the various components of the program. In addition, a Budget and Statistical Analyst is provided via the Department of Federal Assistance Programs to assist in analyzing the Title I Budget requests and in preparing recommendations.

Clerical staff, i.e., clerk stenographer, clerk typist and clerks render assistance to the Title I Program Administrator and his staff as required.

2.6.2 Staff Development

Provision for on-going inservice training of all Title I staff personnel was incorporated into the Title I Program. Monthly Project Coordinator conferences were scheduled to provide personnel with continuous training throughout the school year. Each school coordinator was charged, in turn, with the responsibility of training the school project staff in the materials covered at the conferences. Periodically, workshops were scheduled for project coordinators and/or project teachers to help them develop new knowledge and skills related to their professional duties and responsibilities.

In addition, it was the overall responsibility of each school coordinator to initiate and/or conduct inservice training activities for the school project staff utilizing professional resource people and internal professional school personnel in the implementation of these inservice acitivites.

2.6.3 Relationship of Title I to Other Federal Programs

Because of its nature and scope, the Title I Program can be directly related to other Federal funded programs. Title II purchases library books and audiovisual materials, many of which are used by Title I

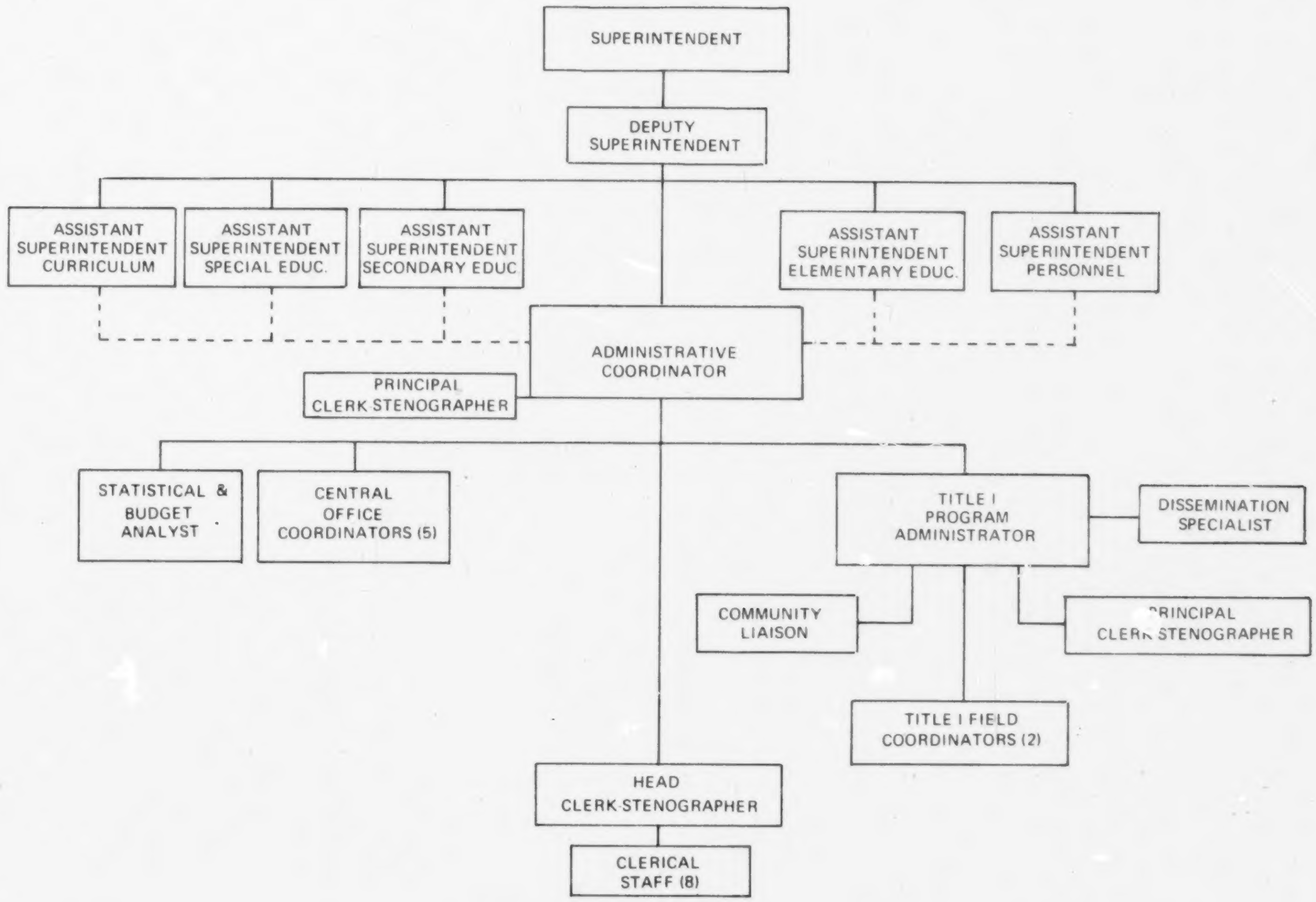
SUPERINTENDENT
DEPUTY SUPERINTENDENT
ASSISTANT SUPERINTENDENT CURRICULUM
ASSISTANT SUPERINTENDENT SPECIAL EDUC.
ASSISTANT SUPERINTENDENT SECONDARY EDUC.
ASSISTANT SUPERINTENDENT ELEMENTARY EDUC.
ASSISTANT SUPERINTENDENT PERSONNEL
ADMINISTRATIVE COORDINATOR
PRINCIPAL CLERK STENOGRAPHER
STATISTICAL & BUDGET ANALYST
CENTRAL OFFICE COORDINATORS (5)
TITLE I PROGRAM ADMINISTRATOR
DISSEMINATION SPECIALIST
COMMUNITY LIAISON
PRINCIPAL CLERK STENOGRAPHER
TITLE I FIELD COORDINATORS (2)
HEAD CLERK STENOGRAPHER
CLERICAL STAFF (8)

FIGURE I – 1
TABLE OF ORGANIZATION
DEPARTMENT OF FEDERAL ASSISTANCE PROGRAMS
AND
ESEA TITLE I PROGRAM

pupils. Many of the pupils involved in the Title III Reading Projects are also receiving treatment under Title I. Many of the Title I teachers, teacher aides, and community aides are receiving pre and inservice training funded under the EPDA legislation. The Career Opportunities Program funded under the EPDA legislation also provides an opportunity for Title I staff to receive college credit, as well as the New Career Program.

A great majority of the foodstuffs being funded from a variety of Federally funded food service programs are provided for Title I pupils. Follow-Through is linked by Federal regulations to the ESEA Title I Program.

The NDEA III legislation provides funds for equipment, much of which is used by Title I pupils. In addition, ESEA Title VI (Program for socially maladjusted girls) is linked to the Title I Program in terms of participating pupils. ESEA Title VI (Bilingual Education Program) is related to the Title I Program in the areas of resources and facilities.

2.6.4 Program Dissemination

The Newark Title I Program provided for a dissemination specialist who was a member of the Central Office Staff. He assisted the Title I Program administrator and the Administrative Coordinator of Federal Assistance Programs in the following major areas:

- Prepared and published a monthly Title I Newsletters.
- Disseminated upon request, authorized information to Federal state, and other local school districts.
- Prepared and disseminated all information concerning Title I activities.

This specialist worked closely with the Title I Central Parents Council in the dissemination of program information, utilizing the available mass communications media such as press, radio, television, official publications, etc., for the purpose of creating and maintaining good community relations for Federally funded compensatory education programs conducted in the Newark School District.

2.7 PROGRAM BUDGET

The funds provided for the 1972-73 Regular Term Title I Program for the School District of Newark, New Jersey, were provided by the Federal Government by P.L. 89-10 (as amended), the Elementary and Secondary Education Act of 1965. These funds covered the operation of the Regular School Term Program during the period from September 1, 1972 through June 30, 1973.

The purposes of uniformity of organization and presentation, the total program budget of $9,028,784 is presented as follows:

EXPENDITURE ACCOUNT	BUDGET	PERCENTAGE
Administration	$ 108,462	1.20
Instruction	6,278,546	69.54
Attendance Services	45,600	.51
Health Services	374,437	4.15
Pupil Transportation	100,719	1.12
Operation of Plant	19,585	.22
Maintenance of Plant	22,050	.24
Fixed Charges	300,116	3.32
Food Services	227,155	2.52
Community Services	1,512,207	16.74
Sites	6,000	.07
Equipment - Instruction	31,907	.35
Equipment - Other	2,000	.02
TOTAL PROGRAM BUDGET	$9,028,784	100.00

SECTION III

PROGRAM EVALUATION

1.0 OVERVIEW

The Communication Technology Corporation (CTC) was engaged by the Newark Board of Education to conduct a comprehensive evaluation of the School District's ESEA Title I Program for the 1972-1973 school year.

CTC's efforts were directed toward providing the Board of Education with an external "in-depth" examination and analysis of information concerning the process and product of the Title I Program which would result in a comprehensive Final Report for the regular school year. Figure III-1 presents the major components and sub-components involved in this overall task.

As shown in this Figure, the major components are design, implementation, and reporting. CTC considered that the initial step in this overall effort should be the involvement of the community in the other major components of the evaluation process. Toward this end, channels of communication were established among the Board of Education representatives, the Title I Central Parents' Council, interested parents and community groups, and CTC's evaluation staff. The primary method of implementing these communication channels was to arrange for regular meetings between CTC's staff and the involved groups.

At the beginning of the 1970-71 evaluation effort, an evaluation subcommittee was established to work hand-in-hand with CTC's staff members during the evaluation effort. This subcommittee was continued during the 1971-1972 and 1972-73 evaluation efforts. The function of this subcommittee was to receive pertinent and timely information regarding the progress and status of the evaluation which could then be reported to the larger Central Parents' Council.

To assure that the community and parents would be actively involved in the evaluation, CTC's staff members developed a specific plan to incorporate the opinions, knowledge and feelings of the Title I Program participants and parents in the final project report. Meetings between CTC staff evaluators and members of the evaluation subcommittee were held to discuss this plan. Basically, the plan was to elicit parent and community participation and direction, in the design components, in the determination of areas of evaluation and the best means of securing the necessary research information. Subsequently, the entire evaluation effort was rooted in a high degree of parent and community participation from the outset. After several meetings, agreement was reached on the design approach for the evaluation data collection and meetings, thereafter, were held on a monthly basis in order to monitor the operation of the evaluation program. During the course of the evaluation effort the evaluation subcommittee reviewed and approved instrumentation, suggested various areas to be considered in the evaluation, and provided and directed assistance in getting community members directly involved in the implementation of the evaluation.

Minutes of these review meetings with the evaluation subcommittee are available from the files of Communication Technology Corporation and the Newark Board of Education. Through these meetings, participants in the evaluation were defined, along with the content areas of the questionnaires, the key types of responses desired, and the kinds of questions which appeared to be relevant to the study.

Active community involvement in the implementation phase of the evaluation was afforded by CTC's decision to involve members of advisory committees and community agencies in assisting CTC's field personnel in the actual data collection and interview processes. Superimposed on this was CTC's continuation of a permanent field office in Newark and the employment of a Newark community representative as a full time CTC staff member. CTC continued the training of this new staff member in order to leave in Newark a legacy of work experience in the field of educational program evaluation.

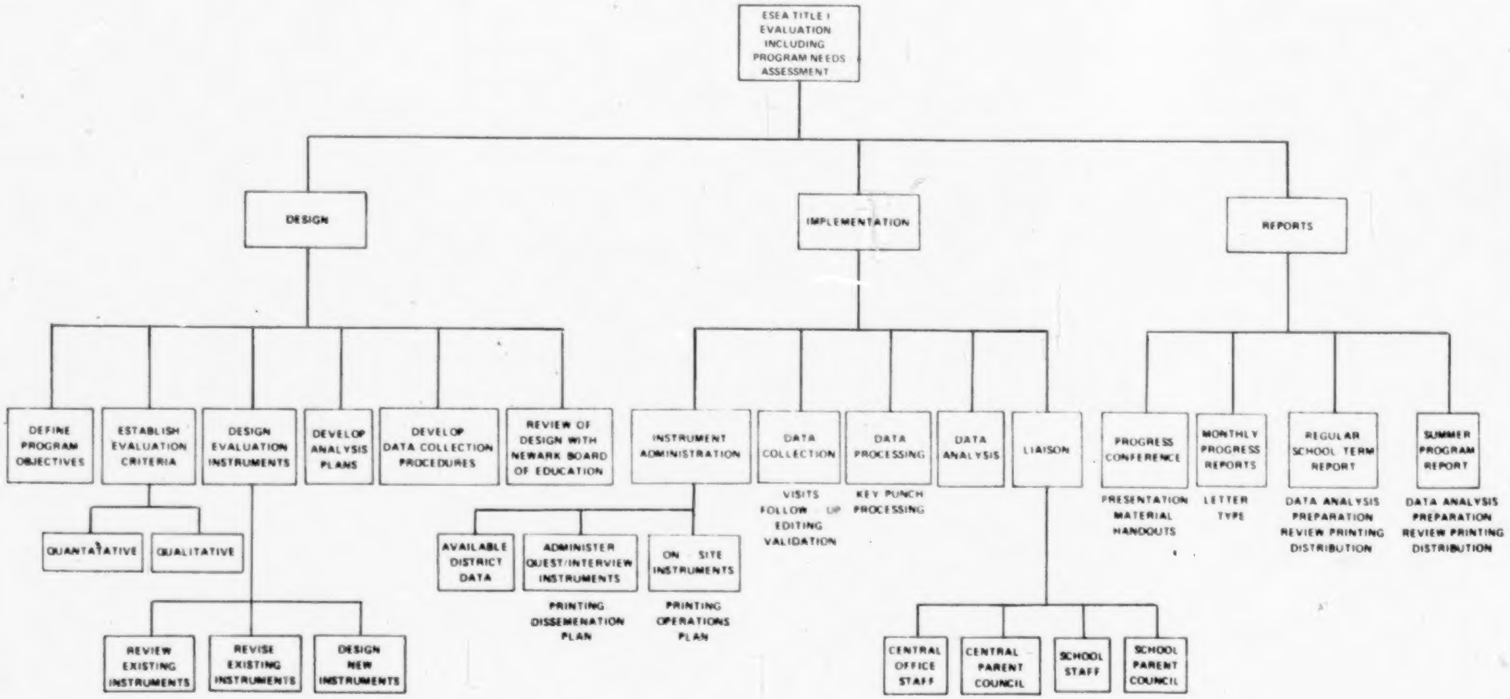
ESEA TITLE I EVALUATION INCLUDING PROGRAM NEEDS ASSESSMENT
DESIGN
IMPLEMENTATION
REPORTS
DEFINE PROGRAM OBJECTIVES
ESTABLISH EVALUATION CRITERIA
QUANTATATIVE
QUALITATIVE
DESIGN EVALUATION INSTRUMENTS
REVIEW EXISTING INSTRUMENTS
REVISE EXISTING INSTRUMENTS
DESIGN NEW INSTRUMENTS
DEVELOP ANALYSIS PLANS
DEVELOP DATA COLLECTION PROCEDURES
REVIEW OF DESIGN WITH NEWARK BOARD OF EDUCATION
INSTRUMENT ADMINISTRATION
AVAILABLE DISTRICT DATA
ADMINISTER QUEST/INTERVIEW INSTRUMENTS
PRINTING DISSEMENATION PLAN
ON - SITE INSTRUMENTS
PRINTING OPERATIONS PLAN
DATA COLLECTION
VISITS
FOLLOW - UP
EDITING
VALIDATION
DATA PROCESSING
KEY PUNCH
PROCESSING
DATA ANALYSIS
LIAISON
CENTRAL OFFICE STAFF
CENTRAL - PARENT COUNCIL
SCHOOL STAFF
SCHOOL PARENT COUNCIL
PROGRESS CONFERENCE
PRESENTATION
MATERIAL
HANDOUTS
MONTHLY PROGRESS REPORTS
LETTER
TYPE
REGULAR SCHOOL TERM REPORT
DATA ANALYSIS
PREPARATION
REVIEW PRINTING
DISTRIBUTION
SUMMER PROGRAM REPORT
DATA ANALYSIS
PREPARATION
REVIEW PRINTING
DISTRIBUTION

FIGURE III-1 WORK BREAKDOWN STRUCTURE
TITLE I EVALUATION

Upon completion of the construction of this firm foundation for conducting the evaluation, CTC then concentrated on the development of a data collection plan. This plan included provision for the orderly and timely collection of the objective test data, administration of the questionnaires, interviews, observations, and Title I Program Needs Assessment instrumentation.

CTC, in considering the instrumentation for the evaluation, examined that which was employed in previous evaluation efforts. Between the Newark Board of Education representatives, the evaluation subcommittee and CTC's staff, it was determined that while the basic design employed in the 1970-1971 and 1971-1972 evaluation efforts would be utilized to provide continuity in reporting the evaluation findings for 1972-1973, certain modifications and revisions would be made with the specific purpose of increasing the overall efficiency, validity and reliability of the instrumentation and the analysis plans. Throughout the instrument design phase, all draft instruments were submitted to the Board representatives and the evaluation subcommittee for their comment and suggestions. All fully designed instruments, with revisions as indicated, were submitted for final review and approval prior to publication and administration.

CTC accommodated the Bilingual Program in the design of instrumentation by providing a Spanish translation of the instruments administered to the pupils and parents of pupils in the program.

Additional data incorporated in the evaluation design included the objective test scores (pre and post) which were made available by the Newark Board of Education. These scores were obtained for all Title I pupils who took the tests in October, 1972, and May, 1973. In order to establish a more meaningful measure of the impact of the Newark Title I Reading Program, CTC initiated a new longitudinal study. This study tracks the progress of individual pupils in Title I reading intervention activities in order to begin to demonstrate program effectiveness and/or ineffectiveness by grade level.

CTC provided periodic feedback of pertinent data regarding its activities through monthly reports which delineated progress against the planned set of activities submitted to the Newark Board of Education. In addition, CTC provided interim reports which indicated pertinent facts or data regarding CTC's findings during the conduct of the evaluation.

2.0 INSTRUMENTATION

The instruments employed to gather data regarding the overall Newark Title I Program were standardized test scores, questionnaires, observations, and interviews. The test scores were the result of the district-wide administration of standardized achievement tests in October, 1972 and May, 1973. While these scores provide valuable data concerning pupil progress and program impact from the stand point of academic achievement, the opinions of participants in an educational program provide a key source of information about the subjective responses to the program in general, and to specific components as well. Therefore, questionnaires and related interviews and observations were used to provide additional information which will permit those who fund programs to touch check otherwise intangible worth. These data are often more important than achievement data; but, together with achievement data, the potential for enlightened decisions is significantly enhanced.

2.1 QUESTIONNAIRES

Areas of interest which are explored via questionnaires should be those which provide meaningful data regarding the Title I Program, but which are not available from standardized data sources. These areas are, in general, the intangibles which indicate the success or progress of an educational program. To provide continuity in reporting, CTC began by reviewing the questionnaires used during the 1970-1971 and 1971-1972 ESEA Title I evaluations and revised and modified the instruments to make them more appropriate for the 1972-1973 evaluation. Modifications included the deletion of involved questions discovered to be ineffective during previous evaluations. Efforts were made to improve the wording of some of the questions, remove question responses, and reduce the size of the questionnaires to facilitate their completion. All modifications were made to improve the overall quality of the instruments. The format of the questionnaires was changed and approved by the Title I administrative office and the evaluation subcommittee. The key types of responses expected on the questionnaires were estimates of fact, qualitative judgments, reports of estimated progress, like or dislike of the program, and recommendations.

Because of the large number of instruments involved, CTC prepared all questionnaires so that they might be handled by data processing equipment for response tabulation. To minimize the error factor, all processed data was validated before being analyzed.

The questionnaires were randomly distributed to a sample of the identified participants. The statistical summary of the administration of these various instruments is presented in Table III-1.

2.2 OBSERVATIONS AND INTERVIEWS

As part of the overall evaluation design, a classroom observation form was developed by CTC. This form was used by parents, community members, and CTC staff to make on-site observations of a sample of Title I classrooms.

The form was designed to provide evidence concerning the general educational environment and general outcomes of the Title I classroom activities. Because the majority of the observations were to be made by the community personnel not trained in educational observation, an inventory type of check list was used. Provision was made on the form to record observations of the educational climate, the organization of the lesson observed, instructional materials and equipment, and pupil participation. Provision was also made to record the observer's impressions of the pleasantness of the classroom and to record recommendations based on the observations. The intent of the observation was to get a measure of the general atmosphere of the Title I classroom.

In addition to the check list, a section of the form was designed to provide the observer with an opportunity to rate the educational climate, materials and equipment, pupil participation and outcomes of the Title I class. The observer was also requested to make brief comments about these areas.

The parents/community members who observed the Elementary, the Secondary Follow-Up Reading Project and Special Education classes were randomly selected from a list of prospective observers supplied by the Title I Central Parents' Council through the evaluation subcommittee. The observers of the Bilingual classes were selected from a list provided by the acting Bilingual Program Administrator. Observations by CTC were performed by the Newark community member who is part of CTC's full time staff.

After the observers were selected, CTC provided an orientation for them. This orientation was supported by printed material furnished to each observer which presented the objectives of the anticipated observations and suggested methods and procedures for conducting them. A master schedule of classes and appropriate times for the observations was utilized to randomly assign the observers to the various classrooms.

The data from the completed observation forms were summarized by program, i.e., Elementary, Secondary, Bilingual, Special Education, etc. The data were then analyzed to provide a general picture of the environment and dynamics of the various classrooms.

Parents were selected at random to be interviewed as a validation of the parent questionnaire previously administered. These interviews were performed by parents and community members whose names, again, were provided to CTC by the Title I Central Parents' Council.

The interviewers were given an orientation which included printed instructions on the objectives and suggested methods for conducting the interviews. A list of the selected parent's names was then given to each interviewer along with the interview forms.

TABLE III-I
STATISTICAL SUMMARY – QUESTIONNAIRE ADMINISTRATION
NEWARK ESEA TITLE I EVALUATION

	PUPIL QUESTIONNAIRE			PARENT QUESTIONNAIRE			PUPIL QUESTIONNAIRE (TEACHER ANSWERED)			TEACHER QUESTIONNAIRE			PROJECT COORDINATOR QUESTIONNAIRE			PRINCIPAL QUESTIONNAIRE			TEACHER AIDE QUESTIONNAIRE			COMMUNITY AIDE QUESTIONNAIRE		
SCHOOLS	**Dist.**	**Ret'd.**	**%**	**Dist.**	**Ret'd.**	**%**	**Dist.**	**Ret'd.**	**%**	**Dist.**	**Ret'd.**	**%**	**Dist.**	**Ret'd.**	**%**	**Dist.**	**Ret'd.**	**%**	**Dist.**	**Ret'd.**	**%**	**Dist.**	**Ret'd.**	**%**
Public Elementary	782	762	97%	2,069	1,477	71%	1,287	1,206	94%	102	98	96%	42	42	100%	42	40	95%	268	247	92%	42	42	100%
Non-Public Elementary	197	192	97%	471	395	84%	274	265	97%	14	13	93%	12	12	100%	11	5	46%	18	16	89%	12	12	100%
Special	119	116	97%	238	156	66%	119	117	98%				12	11	92%	12	12	100%	28	26	93%			
Secondary	583	507	87%	583	224	38%				20	17	85%	1	1	100%	10	10	100%						
Bilingual	356	300	84%	898	699	78%	642	599	93%	116	101	87%	8	8	100%							9	9	100%
Summary	2,037	1,877	92%	4,259	2,951	69%	2,322	2,187	94%	252	229	91%	75	74	99%	75	67	89%	314	289	92%	63	63	100%

* These statistics include the African Free School and Project Link Programs.

Table III-2 and III-3 present the statistical summary of the classroom observations and parent interviews. The completion rate is very high and indicative of a high level of interest on the part of the parents and community members involved.

TABLE III–2
STATISTICAL SUMMARY-CLASSROOM OBSERVATIONS

SCHOOLS	SCHEDULED	CONDUCTED	PERCENTAGE
Elementary Grades*	66	60	91%
Secondary Follow-Up Reading Project	12	10	83%
Special	5	5	100%
Bilingual Program	16	16	100%
Summary	99	91	92%

* ELEMENTARY: These statistics include the Public, Non-Public, African Free School and Paleontology Programs.

TABLE III–3
STATISTICAL SUMMARY-PARENT INTERVIEWS

SCHOOLS	SCHEDULED	CONDUCTED	PERCENTAGE
Elementary Grades*	66	60	91%
Secondary Follow-Up Reading Project	12	10	83%
Special	5	5	100%
Bilingual Program	16	16	100%
Summary	99	91	92%

* ELEMENTARY: These statistics include the Public, Non-Public, African Free School and Paleontology Programs.

2.3 STANDARDIZED TESTS

It was clear, from a review of the 1972-1973 Newark Title I Application that improvement in reading was the prime objective. Therefore, CTC examined the available achievement test scores for evidence on the outcomes of the reading programs and indicators of pupil progress and interpreted them in relation to the stated objectives as well as the findings of the 1971-1972 Title I evaluation.

The city of Newark administered reading tests in the elementary and secondary schools in both October and May. Test scores were available in the Central Office for October of 1972 for all Title I participating pupils. In May, 1973 test scores were again available for all participating pupils in grades K through six and grade 9.

The Metropolitan Tests were administered to Title I children in the puplic and non-public elementary components in grades K through 6; in the secondary component Title I pupils in grade 9 were administered the Comprehensive Test of Basic Skills.

The data from the standardized were used as a measure of pupil achievement in the Elementary Component, the secondary Follow-up Reading Component, the Special Education Component, and the Bilingual Component. Because the objectives of the Title I Program were stated in terms of grade equivalency, CTC used the grade equivalent scores in the data analysis wherever applicable.

In the Elementary and Secondary Follow-up Reading Components, comparisons of the mean grade level of the 1972-1973 pupils were made. In addition, based on city-wide test scores, comparisons were made of Title I and non-Title I pupils' test results.

The standardized test data of Title I pupils were separated into two groups; one group which had Title I reading intervention and the other which did not. The scores of these groups were compared to give an indication of the relative effectiveness of reading intervention.

2.4 PROCESS EVALUATION

In order to evaluate the Title I Program processes, CTC utilized instrumentation specifically designed for that purpose, as well as documentation of both a statistical and descriptive nature made available through the Title I Central Office.

A number of areas of concern related to program processes were initially identified, then subsequently reduced into six (6) major categories for evaluation. These categories were: (1) Program Management/Administration; (2) Instructional Activities; (3) Pupil Supportive Services; (4) Parent/Community Involvement; and (5) Title I Pupil Mobility Report; and (6) Program Needs Assessment.

In addressing the last category, CTC conducted a Title I Program Needs Assessment Survey which was distinct from the evaluation survey (questionnaire administration). The sample of participants selected for this survey included Title I principals, project coordinators, teachers, teacher aids, community aides, clerical aides and parents of Title I pupils. These data sources were administered a Needs Assessment Survey Form which was designed to elicit information about the immediate needs of the program related to the most important grade levels at which the instructional activities should be concentrated, the types and kinds of instructional activities most needed, and the specific supportive services that should be provided to the Title I pupils.

It was determined that a universal sample (100%) of Title I personnel, and an 11% sample of the parents of Title I pupils in all components would be utilized in the survey. Such a sampling design assured a 99% confidence level with a reliability of ± 3%. Table 20 of **Arlein and Colton's Tables For Statisticians** was consulted, and the sample size needed was determined.

A total of 2,850 forms were distributed to the survey participants. Nineteen hundred and fifty (1,950) forms were completed and returned, thus providing a 68% return. This percentage far exceeded that necessary to provide ± 3% accuracy with a 99% confidence level CTC established.

3.0 DATA SOURCES

The data sources utilized in the evaluation were the program participants: pupils, project teachers, parents, program administrators, school principals and the supportive personnel. Obviously some of the participants are more directly knowledgeable of the program than others. This fact notwithstanding, CTC identified all of these as program participants who would have specific input into the data collection effort.

CTC identified pupils participating in the overall Title I Program in all grade levels. It was determined to use a sample of pupils as the basis of the data collection effort. The actual members of the pupil sample were randomly selected by the project coordinator from their Title I class lists. Each member of the pupil sample in grades four (4) and above were given a pupil questionnaire to complete and a parent questionnaire to be completed by their parent(s). Each member of the sample in grades pre-kindergarten to three (3) had a questionnaire completed for them by their teacher and also one to be completed by their parent(s).

All Title I teachers, Title I project coordinators, project teacher aides, community aides and principals of Title I schools were given a questionnaire to be completed. From Table III-1 it can be seen that the percentage of return from each participant group far exceeded that necessary to provide the 95% confidence level CTC established. CTC attributes this, at least in part, to the preparatory steps taken prior to instrument administration. CTC's staff members provided orientation sessions for all project coordinators and administrators to acquaint them with the procedures for instrument administration and return. All possible instrument related questions and/or problems that might be raised were discussed in detail to assure that the project coordinators and administrators would not encounter any unfamiliar situations through the instrument administration period.

SECTION IV

EVALUATION FINDINGS AND DISCUSSION

1.0 PUBLIC ELEMENTARY SCHOOL COMPONENT

1.1 INTRODUCTION

Section IV, 1.0, addresses the evaluation findings and discussion of the 1972-1973 Regular School Year Title I Program conducted in the PUBLIC ELEMENTARY SCHOOL COMPONENT. The readers of this report are reminded, therefore, that all discussion in 1.0 concerns only the Public Elementary School Component of the Title I Program unless otherwise indicated.

1.2 SAMPLE CHARACTERISTICS

Evaluative data were collected from samples of the participants. The descriptions presented immediately below delineate the major characteristics of thos participants who were included in the sample population.

PUPIL SAMPLE

Pre-Kindergarten

Fifty nine percent (59%) were male; 41% were female.

Two percent (2%) were American Indian; 90% were Afro-American; 1%, Caucasian; 6%, Spanish-surnamed American, and 1% were reported as "other."

Grades Kindergarten – Three

Fifty-one percent (51%) were male, and 49% were female.

Thirty percent (30%) were in Kindergarten; 28% were in grade one; 23%, grade two, and 19% were in grade three.

One percent (1%) were American Indian; 82% were Afro-American; 3%, Caucasian; 13%, Spanish-surnamed American, and 1% were reported as "other."

Grades Four – Six

Fifty-two percent (52%) were male, and 48% were female.

Seventy-two percent (72%) were in grade four; 16% were in grade five; 11%, grade six, and 1% were ungraded.

Sixty-four percent (64%) were born in the city of Newark, New Jersey. Six percent (6%) were born somewhere else in New Jersey; 18%, in a different state; 2% in Puerto Rico.

Eighty-seven percent (87%) were Afro-American; 4% were Caucasian; 5% were Spanish-surnamed American; 1% were American Indian, and 3% were reported as "other."

PRINCIPAL SAMPLE

Seventy-five percent (75%) were male and 25% were female. Eight percent (8%) were between the ages of 26-35 years of age; 33% were between 36-45 years of age; 34%, between 46-55 years and 25% were over 55 years old.

Forty-one percent (41%) described themselves as Afro-American, and 59% indicated they were Caucasian.

Thirty three percent (33%) indicated they did not live in the attendance area of their respective schools, but did live in another part of the Newark School District. Sixty-eight percent (68%) stated they lived outside of the Newark School District.

PROJECT COORDINATOR SAMPLE

Forty-four percent (44%) were male, and 56% were female. Two percent (2%) reported they were between 20-25 years of age. Twenty-nine percent (29%) were between 26-35 years of age; 19%, between 36-45 years; 26%, between 46-55 years, and 24% were over 55 years old.

Fifty-two percent (52%) were Afro-American, and 48% indicated they were Caucasian. Two percent (2%) reported they lived in the attendance area of the school to which they were assigned. Forty percent (40%) stated they lived in another part of the Newark School District, and 58% said they lived outside the Newark School District.

Two percent (2%) have been teachers between one and five years; 29%, between six and ten years; 19%, between 11-15 years; 21%, between 16-20 years; 10%, between 21-25 years, and 19% have been teachers 26 years or more.

Five percent (5%) have taught in the Newark School District between one and five years; 33%, between six and ten years; 14%, between 11-15 years; 24%, between 16-20 years; 12%, between 21-25 years, and 12% have taught in the Newark School District 26 years or more.

Twenty-nine percent (29%) have held their present position as project coordinator for only the current school year. Nineteen percent (19%) have held their present position for two years; 17%, for three years; 17%, for four years, and 10% have been project coordinators for five years.

Ten percent (10%) reported they have taken between one and ten semester hours of graduate work; 10% have taken between 11-20 hours; 7%, between 21-30 hours; 18% between 31-40 hours; 7%, between 41-50 hours; 12%, between 51-60 hours, and 36% have taken more than 60 semester hours of graduate work.

PROJECT TEACHER SAMPLE

Nineteen percent (19%) were male, and 81% were female.

Five percent (5%) reported they were between 20-25 years of age; 33%, between 26-35 years of age; 30%, between 36-45 years; 22%, between 46-55 years, and 10% indicated they were over 55 years old.

One percent (1%) stated they were American Indian; 45% reported they were Afro-American; 52%, Caucasian, and 2% said they were "other."

Six percent (6%) stated they lived in the attendance area of the schools to which they were assigned; 25% said they lived in another part of the Newark School District, and 69% reported they lived outside the Newark School District. Nine percent (9%) have been teachers between one and five years; 29%, between six and ten years; 27%, between 11-15 years; 11%, between 16-20 years; 14%, between 21-25 years, and 10% reported they have been teachers for 26 years or more.

Thirteen percent (13%) have taught in the Newark School District between one and five years; 28%, between six and ten years; 30%, between 11-15 years; 12%, between 16-20 years; 11%, between 21-25 years; and 6% have taught in the district 26 years or more.

Twenty three percent (23%) have taught in their current school between one and five years; 35%, between six and ten years; 18%, between 11-15 years; 14%, between 16-20 years; 6%, between 21-25 years, and 4% have taught 26 years or more in their current school.

Thirty one percent (31%) have been Title I Project Teachers in Newark for one year; 18%, for two years; 29%, three years; 4%, four years; 6%, five years, and 12% for six years or more.

Fifteen percent (15%) have taken no semester hours of graduate work; 32% have taken between one and ten hours; 14%, between 11-20 hours; 3%, between 21-30 hours; 10%, between 31-40 hours; 8%, between 41-50 hours; 4%, between 51-60 hours; and 14% have taken more than 60 semester hours of graduate work.

TEACHER AIDE SAMPLE

All (100%) were female.

Two percent (2%) were between 17-25 years of age. Twenty six percent (26%) reported they were between 26-35 years old; 39%, between 36-45 years of age; 26%, between 46-55 years, and 7% stated they were over 55 years of age.

Five percent (5%) were American Indian; 73%, Afro-American; 15%, Caucasian, and 7% were Spanish-surnamed American. Seventy five percent (75%) reported they lived in the attendance area of the school to which they were assigned, and 25% stated they lived in another part of the Newark School District.

Six percent (6%) said they were new teacher aides; 3% stated they had been teacher aides one year; 15%, two years; 19%, three years; 13%, four years; 9%, five years; 17%, six years, and 18% reported they had been teacher aides for seven years.

COMMUNITY AIDE SAMPLE

Two percent (2%) were male, and 98% were female.

Three percent (3%) were between the ages of 17-25 years; 29% were between the ages of 26-35 years; 48%, between 36-45 years; 14%, between 46-55 years of age, and 6% were over 55 years of age.

Eighty seven percent (87%) were Afro-American; 3%, Caucasian; 3%, Spanish-surnamed American, and 7% reported themselves as "other."

Eighty three percent (83%) indicated they lived in the attendance area of the schools to which they were assigned, and 17% stated they lived in another part of the Newark School District.

Fourteen percent (14%) reported they were in their first year as community aides. Two percent (2%) had been aides for a year; 45%, for two years; 36%, three years, and 3% had been community aides for seven years.

1.3 IMPROVEMENT OF READING ACHIEVEMENT

Evaluative data on the improvement of reading achievement were collected by means of survey instruments (questionnaires), testing programs and classroom observations. The findings from an analysis of these data are presented in the paragraphs below.

Indicative of the positive attitudes Title I pupils have toward their reading improvement because of the extra instruction is the fact that 92% of the sampled pupils in grades four and above reported they felt their reading has improved as a result of the Title I reading intervention. Teachers who completed questionnaires about Title I pupils (Kindergarten through grade three) were similarly positive in their responses regarding reading improvement by pupils involved in the extra reading instructions. Ninety three percent (93%) of the teachers judged that the pupils' ability to read had improved. Ninety two percent (92%) of the teachers likewise estimated that the extra reading classes had given the pupils more confidence in their ability to read. Supporting this estimate is the additional fact that 94% of the teachers felt the pupils appeared to enjoy their reading activities.

These same teachers were also asked about the changes that had occurred during the year in the academic performance of the Title I pupils for whom they were completing questionnaires. The reading proficiency of pupils was one of the items the teachers were requested to rate on a scale of four ranging from one equals "great improvement" to four equals "change for the worse." The teachers, on the average, rated the pupils' reading proficiency as "improved" (2.0).

The attitudes of the Title I pupils in grades four and above who completed their own questionnaires were explored still further by a set of questions designed to elicit their feelings and opinions about reading activities in general. They were asked to indicate if they liked to read more now than before they received the extra reading instructions. Ninety-two percent (92%) replied that they did. In addition, 99% felt it was of importance for them to read well, and 84% indicated they liked to take books home from the library. Only 11% of the children stated they would drop out of the extra reading instructions if they could.

In an effort to widen the data base about Title I pupils' reading improvement, parents were asked to indicate how they felt about their childrens' reading abilities "at the present time" (March, 1973). Seventy seven percent (77%) of the parents said they were of the mind that their children should be reading better than they were at the present time. Twenty three percent (23%) reported they were of the opinion that their children were currently reading as well as could be expected.

Parents of Title I pupils were also provided the opportunity to react to several questions related to their childrens' attitudes toward reading outside of school, e.g., in the home. Seventy nine percent (79%) of the parents reported their children like to read at home, and 29% indicated their children brought home more library books than in previous years.

Principals and project coordinators rated the contribution they felt the Title I reading intervention was making toward the overall success of the program in their respective schools. It can be inferred that to the extent they saw the reading intervention as contributing to the program's success, to a similar extent, it generally contributed to the participating pupils' reading improvement. Seventy nine percent (79%) of the principals and 80% of the project coordinators estimated that the Title I reading intervention activities contributed very much to the success of the program in their schools, while 15% of the principals and 20% of the project coordinators indicated that these activities provided "much" contribution to the Title I Program in the individual schools. Only 5% of the principals thought there was little contribution made by the reading intervention activities toward the successful conduct of the program during the 1972-1973 school year.

The findings presented in the preceding paragraphs regarding Title I reading improvement provide the following conclusions:

1. Title I administrative and instructional personnel, as well as Title I pupils who were included in the questionnaire sample generally felt there had been improvement in the pupils' reading achievement as a result of the Title I reading intervention activities. In addition, these respondents also indicated the Title I pupils evidenced constructive and positive attitudes about

themselves in relation to their reading achievements and their school environment. It is interesting to note, in support of this conclusion, that 93% of the Title I pupils in grades four and above declared they had no desire to leave school at the present time.

The significance of the above conclusion may very well lie in the fact that these school personnel and pupils exhibited, for the most part, attitudes and opinions about the Title I Program in the Newark School District that can be considered essential to the success of any instructional program of this nature; *i.e., the healthy presence of positive motivation toward the learning effort on the part of the participants.*

2. The majority of parents who completed questionnaires obviously felt their children should have been reading better than they were. This is not to infer, however, that these parents denied the beneficial effects of the Title I Program in helping their children to improve in reading. Eighty nine percent (89%) of these same parents reported that the program did indeed help, and 92% felt the program had generally benefitted their children. In addition, 85% of these parents indicated the Title I Program had helped to improve their children's attitude toward school itself.

From these findings it can be stated that while the majority of parents felt their children should be reading better, they were pleased with the efforts being made through Title I to provide their youngsters with supplementary instructional assistance.

In the 1972-1973 Title I Program greater emphasis than in previous years was placed on providing supplementary reading instruction to identified Title I pupils in Kindergarten through grade three. In an attempt to elicit participant reaction to the revised reading objectives for these grades, teachers who completed questionnaires about Title I pupils were asked to indicate whether or not they felt the specific objective applicable to the particular grade level of the individual pupils for whom they were responding was possible of achievement. (The readers of this report are referred to Section II, PROGRAM DESCRIPTION, for the specific statements of these objectives.) Eighty percent (80%) of the teachers judged that the *kindergarten pupils* about whom they were completing questionnaires would demonstrate they were ready to read in May, 1973, and 20% replied negatively.

Sixty three percent (63%) of the teachers estimated that the Title I pupils *in grades one and two* who were receiving reading intervention would perform at or above grade level when measured in May, 1973, while 77% of the teachers indicated that pupils *in grade three* would demonstrate mean grade equivalent increases in reading of at least seven months when tested in May, 1973 compared to their October, 1972 scores.

Title I project coordinators and teachers were also requested to estimate the degree of importance they placed upon the need for further revision of the 1972-1973 program objectives which related to reading improvement.

Twenty four percent (24%) of the coordinators and 19% of the project teachers placed great importance on the need for further revision. Sixty four percent (64%) of the coordinators and 47% of the teachers placed "some" importance on this specific need, while 12% of the project coordinators and 25% of the teachers rated this need as being of little importance. Eight percent (8%) of the teachers indicated they saw no importance at all in the need for further revision of program objectives. It is of interest to note that according to these statistics, 33% of the teachers felt that the program objectives with which they worked required little or no further revision.

In responding to an additional question related to these same objectives which elicited the amount of assistance they felt the revisions and modifications of the 1972-1973 objectives gave them, 23% of the coordinators and 21% of the project teachers reported they had found the revised program objectives to have been of great assistance to them in their Title I responsibilities. Sixty three percent (63%) of the coordinators and 49% of the teachers indicated "some" assistance, while 15% of the coordinators and 20%

of the teachers stated they had found little assistance in these revisions. Ten percent (10%) of the teachers were entirely negative in their responses; they felt they had not benefited at all from the 1972-1973 program objectives' revisions and modifications.

From the data presented above it can be determined that both the project coordinators and the teachers, on the average, judged that the 1972-1973 revised program objectives were of assistance to them, and the further revision of these objectives was of importance to their own Title I activities.

Project teachers identified the types and kinds of reading materials, methods, and programs they were utilizing during the school year in their Title I instructional activities. In addition, they indicated the value they personally placed upon these instructional aids. Their responses are discussed in the paragraphs immediately below.

A list of various reading materials, methods, and programs used in the Title I Program was presented to the project teachers, and they were asked to identify which of these aids they utilized in their instructional treatment. Table IV-1 delineates the results of this particular survey item, in percentages of project teachers responding, by specific reading materials, method, and programs.

TABLE IV–1
IDENTIFICATION OF READING MATERIALS, METHODS, PROGRAMS: BY PROJECT TEACHERS

TYPES OF READING MATERIALS, METHODS, PROGRAMS	TEACHER RESPONSES IN PERCENTAGES
McGraw-Hill Programmed Reading Program	17
Ginn Basic Readers	5
Scott Foresman	56
Bank Street Readers	76
Lippincott Basic Reading Program	23
I.T.A. (Initial Teaching Alphabet)	6
Developmental Reading Program for Visual Motor Perception (Frostig)	13
Distar (SRA)	19
Readers Digest – New Skill Builders Series	39
EDL Reading Laboratories	35
Peabody Language Kit	14
Cureton Reading Program	14
Other Materials, methods, programs	86

A reading of Table IV-1 obviously indicates that the project teachers made wide-spread use of a variety of reading materials, methods and programs, *thus providing a multi-disciplinary approach in their instructional activities.* This finding supports the educational concept of tailoring the treatment as much as possible to the individual needs of the pupil. It is evident that this concept was realized in practice by many of the project teachers. In terms of the value the project teachers placed upon these various instructional aids, Table IV-2 presents their ratings in percentages.

TABLE IV–2
READING MATERIALS, METHODS, PROGRAMS: VALUE RATINGS BY PROJECT TEACHERS

TYPES OF READING MATERIALS, METHODS, PROGRAMS	VALUE (IN PERCENTAGES)				
	Very Great	Great	Some	Little	None
McGraw-Hill Programmed Reading Program	16	47	32	5	–
Ginn Basic Readers	–	50	50	–	–
Scott Foresman	11	42	47	–	–
Bank Street Readers	41	34	24	1	–
Lippincott Basic Reading Program	41	18	36	5	–
I.T.A. (Initial Teaching Alphabet)	29	43	29	–	–
Developmental Reading Program for Visual Motor Perception (Frostig)	46	38	15	–	–
Distar (SRA)	47	35	18	–	–
Readers Digest– New Skill Builders Series	8	51	41	–	–
EDL Reading Laboratories	19	35	45	–	–
Peabody Language Kit	33	25	42	–	–
Cureton Reading Program	60	20	20	–	–
Other materials, methods, programs	43	46	11	–	–

From the data presented in Table IV-2 it can be determined that the project teachers, on the average, placed great value on the majority of the reading materials, methods, and programs they utilized in their instructional activities. It can likewise be said that those teachers who made use of the *Bank Street Readers*, the *Developmental Reading Program for Visual Motor Perception (Frostig)*, the *Distar (SRA)* and the *Cureton Reading Program*, on the average, apparently placed very great value upon these aids. In addition, the large majority of those project teachers who elected to use other materials, methods, and programs reported they also placed great value upon these aids.

The Newark Board of Education implemented a comprehensive testing program in the Public Elementary Schools. This program consisted in the administration of the Metropolitan Achievement Test Series as a pretest in October, 1972, and a post test in May, 1973. This was the first time in recent years that such an attempt was made to gather extensive documentation on the actual performance of Newark public elementary pupils over one school year.

It has always been Newark's school policy to use as one basis of comparison of test results the national norm. This national norm for achievement test, however, is based on the test scores of a selected group of students from which retarded and over-age pupils are excluded. Thus, the norm represents a group unrepresentative of the actual nonhomogeneous Newark school population. The goals which are thus set by the norming group are then expected to, and have proven to be higher than that which the Newark pupils on the average will and do achieve.

A testing program, such as approved by the Newark Board of Education, provides the data for a much deeper and more revealing analysis of the progress of Newark school pupils than would appear by comparison just with national norms. A choice example of this would be the comparative analysis of Title I pupils with non-Title I pupils which appears in this sub-section. Other examples of the variety of comparisons which can be made, may be seen in the reports of city-wide testing programs produced by the Newark Board of Education, Department of Reference and Research.

Whenever possible in this evaluation report, test results, gains, etc., are expressed in grade equivalents. A grade equivalent indicates that grade placement of pupils for whom a given score is average or typical. A grade equivalent of 4.8 G.E. in total reading for example, reduces to the statement that: the particular pupil, class or grade with this score of 4.8 G.E. may be considered to be reading at the level which the median pupil/pupils from the norming group would have achieved in May of their fourth grade. With the limitation which this grade equivalent established by the norming group presents for the Newark pupils, the emphasis in this evaluation report is not on the norm but rather is on the comparison of actual gains achieved during the testing period. The measurement of these gains are significant since there is no dependence on a norm or starting point for the actual report of the gain.

The value of a fall pretest and a spring post test is evident from a statement appearing in the REPORT OF THE CITY-WIDE TESTING PROGRAM ELEMENTARY AND SECONDARY SCHOOL, OCTOBER, 1972. The Department of Reference and Research points out that "direct comparison of October, 1972 and October, 1971 test results should not be made." The reason lay in the different editions of the Metropolitan Achievement Tests implemented and the testing company's restandardization.

With situations arising which do not allow year to year comparison of tests as pupils move to new grades, etc., the desireability of a more controlled testing situation is evident.

The analysis which follows has been made possible only because the Newark Board of Education made the decision to implement its comprehensive testing program.

Comparative Analysis of Title I Pupils With Non-Title I Pupils

A standardized testing program was implemented for the entire Newark School District, employing Metropolitan Achievement Tests. The pretest program was implemented during the first two weeks of October and the post test program was implemented in the first weeks of May. The Newark Board of Education Office of Reference and Research provided C.T.C. with the mean scores for total reading by grade by individual school as well as the numbers of pupils involved in the testing. This information coupled with the testing information on the Title I pupils furnished the data for a comparative presentation of Title I versus Non-Title I pupils in the Newark public school system.

Table IV-3 shows the comparison for City, Non-Title I and Title I pupils for the pretest. This table appeared in the Newark School District Interim Title I Evaluation Report. Table IV-4 shows the same comparisons for the post test implemented in the City of Newark.

TABLE IV–3
TOTAL READING GRADE EQUIVALENT COMPARISONS
TITLE I / NON-TITLE I PUBLIC ELEMENTARY PUPILS
METROPOLITAN ACHIEVEMENT TEST – OCTOBER 2-13, 1972

Grade	N	City* Mean G.E.	N_1	Non-Title I Mean G.E.	N_2	Title I Mean G.E.	Difference Between Title I & Non-Title I
2	6314	1.6	3252	1.7	3062	1.5	-0.2
3	6115	2.2	3243	2.5	2872	1.9	-0.6
4	6103	2.5	4381	2.6	1722	2.3	-0.3
5	5723	3.1	5318	3.1	405	2.6	-0.5
6	5642	3.7	5336	3.8	306	2.8	-1.0

*City-wide mean G.E. includes Title I pupils scores of October, 1972.

TABLE IV–4
TOTAL READING GRADE EQUIVALENT COMPARISONS
TITLE I / NON-TITLE I PUBLIC ELEMENTARY PUPILS
METROPOLITAN ACHIEVEMENT TEST – MAY 1-11, 1973

Grade	N	City* Mean G.E.	N_1	Non-Title I Mean G.E.	N_2	Title I Mean G.E.	Difference Between Title I & Non-Title I
2	6241	2.1	3224	2.1	3017	2.1	0.0
3	6184	2.6	3271	2.7	2913	2.5	-0.2
4	6163	3.1	4481	3.2	1682	2.9	-0.3
5	5673	3.5	5273	3.5	400	3.2	-0.3
6	5464	4.6	5287	4.6	177	3.5	-1.1

*City-wide mean G.E. includes Title I pupil scores of May, 1973.

The results shown in Tables IV-3 and IV-4 for Title I pupils include both reading intervention and non-reading intervention pupils. Comparison of the Pretest and Post test results of the Title I and Non-Title I public elementary pupils in the city showed that the Title I pupils advanced more than the Non-Title I pupils in grades 2, 3 and 5. The advance of the fourth grade Title I pupils was equivalent to the Non-Title I pupils and the Title I pupils fell slightly behind the advance of the Non-Title I pupils in grade six. The actual gains for the entire Public Elementary Component are illustrated in Figure IV-1 and Table IV-5, and the comparison by school appears in Appendix 2A.

In the Interim Title I Evaluation Report for the Newark School District the evidence clearly showed that the public elementary pupils chosen to receive Title I assistance were those whose reading grade equivalents, on the average, fell below the pupils in the Newark School District not chosen for Title I assistance. Working with these pupils revealing educational deficiency, it would be logical to conclude that if these pupils could grow in their reading abilities at a rate equal to that of the non-Title I pupils, it would be significant educational advance. Not only have these Title I pupils in second, third and fifth grades equaled

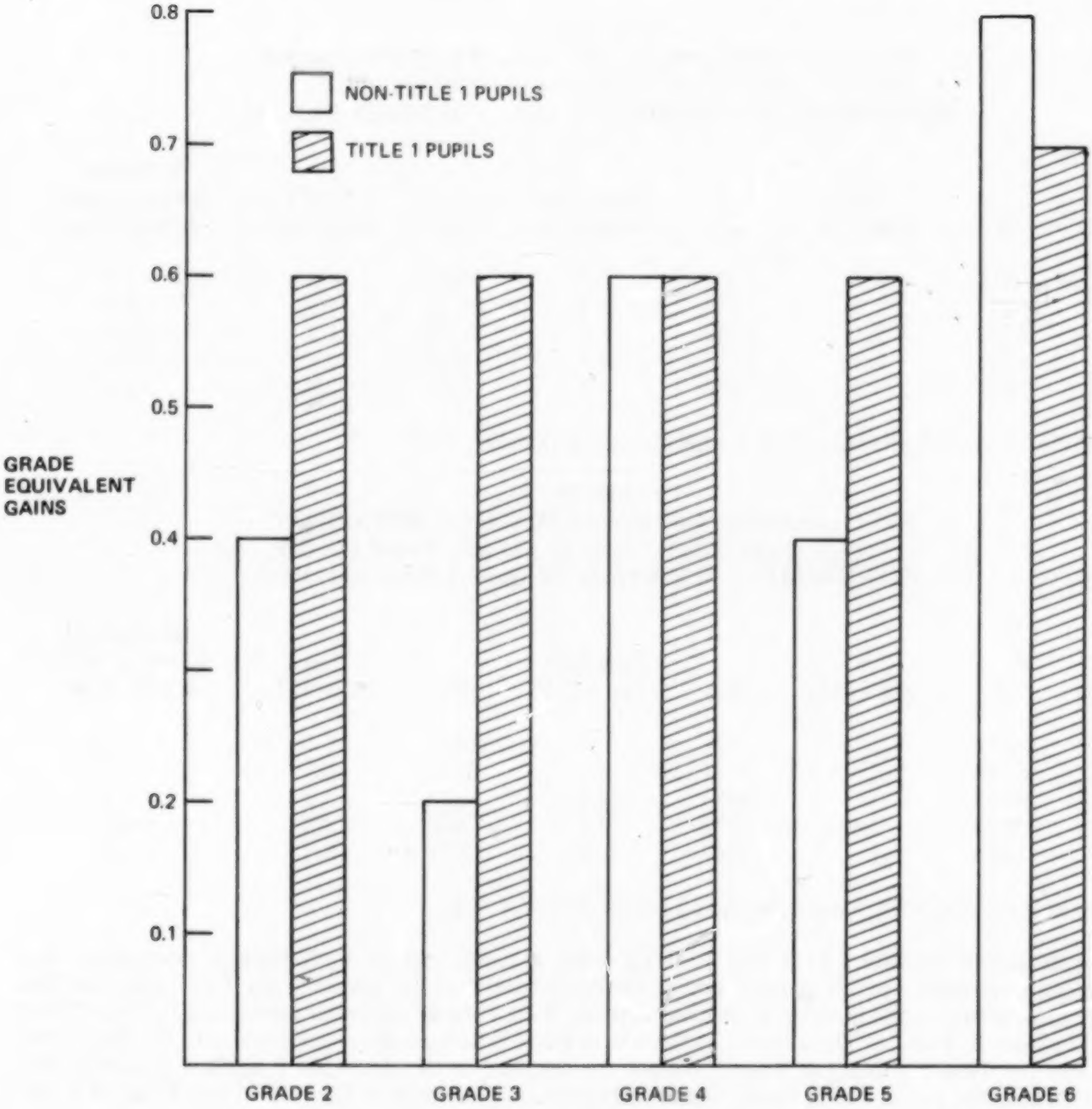

FIGURE IV – 1
TOTAL READING GAINS
TITLE 1 AND NON-TITLE 1

CITY OF NEWARK PUBLIC ELEMENTARY PUPILS
METROPOLITAN ACHIEVEMENT TEST
PRETEST OCT. 1972 – POST TEST MAY 1973

TABLE IV–5
READING GAIN COMPARISONS
TITLE I/NON-TITLE I PUBLIC ELEMENTARY PUPILS
METROPOLITAN ACHIEVEMENT TEST
PRETEST OCT. 2-13, 1972 – POST TEST MAY 1-11, 1973

Grade	Non-Title I Gain G.E.	Title I Gain G.E.	Title I Gain Beyond Non-Title I
2	+0.4	+0.6	+0.2
3	+0.2	+0.6	+0.4
4	+0.6	+0.6	0.0
5	+0.4	+0.6	+0.2
6	+0.8	+0.7	–0.1

the gains of their non-Title I classmates, but they have surpassed them. In grade four the gains for the two groups were the same. Only in grade six did the small group (177) of Title I pupils average a gain less than that of the non-Title I Newark pupils.

The emphasis in the Newark Title I Program this past year has been in grades K-3. This is definitely reflected by the number of participants for these grades appearing in the respective tables.

The concentration in grades 2 and 3 clearly appears to have met with success, since the reading gains are observed to be significantly higher for grade 2 and 3 pupils participating in Title I, when compared to Non-Title I pupil gains.

Grade 1 pupils were pretested in October with the Metropolitan Readiness Test. One cannot talk about a gain between the readiness pretest and the Primer post test taken by Title I first grade pupils. In the interim Title I evaluation report, however, Table II-2 reports the classification level frequency distribution for the elementary public grade 1 pupils. The pupils at that time were clearly behind an expected normal frequency distribution. A similar presentation of data on non-Title I pupils was not available for comparison of Title I versus non-Title I pupils. The first grade pupils in the City of Newark, however, completed the Metropolitan Achievement Test Primer Series as their post test. Standard scores were extrapolated to grade equivalents and the results showed the Title I pupils registered 1.6 G.E. in total reading and the non-Title I pupils 1.6 G.E. in total reading. The 3,165 Title I pupils are thus shown to presently be at the same average in total reading levels as their non-Title I classmates.

During the 1972-73 school year, the decision was made to allow all Kindergarten pupils, in the elementary schools offering Title I services, to participate in the Title I activities. The effect of this participation appears to have been most rewarding. The results of the May testing program for those Kindergarten pupils reveal a distribution of reading readiness scores which was almost identical to the distribution for the national norming group. To highlight the positive results of those Title I Kindergarten pupils, Table IV-6 gives the comparison of the distribution of this year's Title I finishing Kindergarten pupils score distribution in contrast to the score distribution of this year's beginning first grade Title I pupils.

In summary, all the comparative analyses based on standardized test data point to an overwhelming impact by the Title I intervention upon the reading progress of pupils in the lower grades.

These gains may be attributable to many factors; however, the fact remains that the Title I participants on the average advanced +0.2 G.E. more than the non-Title I pupils in the City of Newark during the course of the 1972-1973 school year.

TABLE IV–6
COMPOSITE CLASSIFICATION LEVELS
COMPLETING KINDERGARTEN PUPILS – BEGINNING GRADE 1 PUPILS
METROPLITAN READING READINESS TEST – OCTOBER, 1972 – MAY, 1973

Grade	N	A	B	C	D	E
Title I First Grade October, 1972	2,758	1%	3%	29%	49%	18%
Title I Kindergarten May, 1973	3,851	12%	20%	36%	26%	6%

Reading Readiness – Kindergarten

Title I pupils in Kindergarten were given the Metropolitan Reading Readiness Test in May, 1973. The Metropolitan Reading Readiness Test classifies the results of the tests into five (5) main categories. The letter rating and status are as follows: A - Superior; B - High Normal; C - Average; D - Low Normal; E - Low. More revealing, however, is the significance of these ratings in terms of their reflection of pupil preparedness for first grade.

The letter A signified that a pupil was apparently very well prepared for first grade level. The letter B signified that the pupil was exhibiting good prospects for success in first grade work if factors such as health, emotions, etc., remain consistent. The letter C signified that the pupil was likely to succeed in first grade work. For the pupil receiving a rating C, a careful study should be made of his/her specific strengths and weaknesses and instruction should be planned in light of these strengths and weaknesses. The letter D signified that the pupil was likely to have difficulty in first grade work. This pupil should be assigned to a slow section and given more individualized help. The letter E signified that this pupil has a high probability of undergoing difficulties under ordinary instructional conditions. For him/her, further readiness work and assignment to slow sections and individualized work are essential.

In Appendix IA, the number of Title I pupils by school (code number) are listed according to this letter ranking. Likewise, the comparison is made in Tables IV-7 and IV-8 of numbers and percentages of Title I pupils falling into each category versus the percentage according to National norms. This comparison with national norms shows that these educationally disadvantaged pupils who have participated in the Title I Program during the past year now reflect a spread of classification levels nearly identical to the *normal* distribution of classification levels. Thus the objective measuring device, i.e., the Metropolitan Reading Readiness Test, implied that this group of kindergarten pupils formerly disadvantaged now have a distribution of scores which indicates that the group as a whole falls into the acceptable pattern for a normal group of pupils entering grade 1.

TABLE IV–7
COMPOSITE CLASSIFICATION LEVELS BY NUMBERS
TITLE I PUBLIC PUPILS – KINDERGARTEN
METROPOLITAN READING READINESS TEST – MAY, 1973
CLASSIFICATION LEVEL

N	A	B	C	D	E
3851	477	789	1376	997	212

TABLE IV–8
COMPOSITE CLASSIFICATION LEVELS BY PERCENTAGES
TITLE I PUBLIC PUPILS – KINDERGARTEN
METROPOLITAN READING READINESS TEST – MAY, 1973
CLASSIFICATION LEVEL

	N	A	B	C	D	E
National Norm		7%	24%	38%	24%	7%
Title I Kindergarten	3851	12%	20%	36%	26%	6%

Table IV-8 shows that only 26% of the Kindergarten pupils are likely to have difficulty unless they are given special help. A mere 6% of the pupils have a high probability of undergoing difficulty in first grade and can be considered to have exhibited reasonable evidence that they are not ready to read.

The Performance Objective stated for Kindergarten was: At least 80% of the participating (Kindergarten) students will demonstrate that they are ready to read when measured by the Metropolitan Reading Readiness Test administered in May, 1973.

Approximating a need for more reading readiness with a score equivalent to the letter grade E results, as shown in Table IV-9, in the conclusion that the objective was not only met but surpassed by 14% of the pupils in the Title I Kindergarten Component.

TABLE IV–9
NUMBER AND PERCENTAGE OF PUPILS ACHIEVING OBJECTIVE
TITLE I PUBLIC PUPILS – KINDERGARTEN
METROPOLITAN READING READINESS TEST – MAY, 1973

No. of K Pupils Tested	No. of Pupils with Score ≥ D	% of Pupils with Score ≥ D	% of Pupils to Score ≥ D by Objective
3851	3639	94%	80%

Public Elementary: Grades 1-6

All public elementary (1-6) pupils identified by project coordinators as Reading Intervention pupils were established in a longitudinal study (confer Appendix 7A). Post test results submitted by project coordinators were then recorded on the longitudinal study, and these identified reading intervention pupils with pretest and post test scores were those used as the sample basis for investigation of performance objectives and for Table IV-10.

Table IV-10 establishes the mean grade equivalents of pretest and post test scores for all the aforementioned intervention pupils and indicates the numbers and percentages of these pupils who met the objectives detailed in following paragraphs.

TABLE IV–10
TOTAL READING
TITLE I PUBLIC ELEMENTARY PUPILS READING INTERVENTION
METROPOLITAN ACHIEVEMENT TEST 10/72 – 5/73

Grade	N*	Pretest Mean G.E.	Post test Mean G.E.	Gain Mean G.E.	N ⩾ Objective	N < Objective
1	1327	– **	1.5	–	201	1126
2	1141	1.5	2.1	+0.6	86	1055
3	879	1.9	2.4	+0.5	308	571
4	228	2.3	3.0	+0.7	112	116
5	20	3.3	4.1	+0.8	10	10
6	57	2.8	3.0	+0.2	16	41
Total	3652					

* Only those identified as taking both pretest and post test included.

** Metropolitan Reading Readiness Test was given as a pretest.

The Newark Title I Program established particular performance objectives for various grade levels to which Title I support was offered. The emphasis in the Newark Title I Program has been on improvement of reading. Performance objectives for all grades dealt with those pupils who had been recipients of direct reading intervention.

Each performance objective is stated in the following pages prior to the table which details the results gathered from the test data. A statement based on the respective tables summarizes the conclusions concerning each performance objective.

Performance Objective

In grades 1 and 2, participating Title I pupils receiving reading intervention will perform at or above grade level in reading comprehension and word knowledge when measured by the Metropolitan Achievement Test in May, 1973.

TABLE IV–11
TOTAL READING
READING INTERVENTION PUBLIC COMPONENT – GRADE 1
MEAN GRADE EQUIVALENTS, NUMBER MEETING OBJECTIVE
METROPOLITAN ACHIEVEMENT TEST – PRIMER
Post Test May, 1973

Grade	N	Standard Score Mean	Grade Equivalent* Mean	Month Participating	N ⩾ 1.8 G.E.	N < 1.8 G.E.
1	1327	32	1.5	8	201	1126

* Grade equivalents were not provided by publisher, but grade equivalents were developed by the evaluation analysis from standard scores based on Primary I G.E. tables.

TABLE IV–12
TOTAL READING
READING INTERVENTION PUBLIC COMPONENT – GRADE 2
MEAN GRADE EQUIVALENTS, NUMBER MEETING OBJECTIVE
METROPOLITAN ACHIEVEMENT TEST
Pretest 10/72 – Post test 5/73

Grade	N	Pretest Mean G.E.	Post test Mean G.E.	Difference Mean	Month Participation	N ⩾ 2.8 G.E.	N < 2.8 G.E.
2	1141	1.5	2.1	+0.6	8	86	1055

The performance objectives stated for grade 1 and 2 pupils was based on the national norm, and that norm of 1.8 and 2.8 grade equivalents was established as the proper grade level to which Title I pupils would be compared. The average grade level of non-Title I pupils in the Newark school systems in the two grades was 1.6 G.E. and 2.1 G.E. respectively. In light of the discussion of the national norm grade equivalent, it is not surprising that very few of the Title I pupils in the first and second grades of the Newark school system actually registered scores equal to the national expected grade equivalent. The objective for these two grades was, therefore, not met.

Performance Objective:

In Grade 3, participating Title I pupils receiving reading intervention will demonstrate mean grade equivalent gains of at least 7 months (0.7) when measured by the Metropolitan Achievement Test in May, 1973.

TABLE IV–13
TOTAL READING
READING INTERVENTION PUBLIC COMPONENT GRADE 3
MEAN GRADE EQUIVALENTS DIFFERENCE, NUMBER MEETING OBJECTIVE
METROPOLITAN ACHIEVEMENT TEST
Pretest 10/72 – Post test 5/73

Grade	N	Pretest Mean G.E.	Post test Mean G.E.	Difference Mean G.E.	Month Participation	N ⩾ 0.7	N ⩽ 0.7
3	879	1.9	2.4	+0.5	8	308	571

* Only Reading Intervention pupils identified as taking both pretest and post test are included.

The norm of seven months advance as a mean grade equivalent gain for third grade pupils was not achieved. Thirty-five percent of the reading intervention pupils did achieve this objective but the average mean grade equivalent gain was 5 months (0.5 G.E.).

Performance Objective:

In grades 4, 5 and 6, participating Title I pupils receiving reading intervention will demonstrate mean grade equivalent gains of at least 6 months (0.6) when measured by the Metropolitan Achievement Test in May, 1973.

TABLE IV–14
TOTAL READING
READING INTERVENTION PUBLIC COMPONENT GRADE 4, 5 AND 6
MEAN GRADE EQUIVALENTS, DIFFERENCES AND NUMBER MEETING OBJECTIVE
METROPOLITAN ACHIEVEMENT TEST
Pretest 10/72 – Post test 5/73

Grade	N*	Pretest Mean G.E.	Post test Mean G.E.	Difference Mean G.E.	Month Participation	N ⩾ 0.6	N ⩽ 0.6
4	228	2.3	3.0	+0.7	8	112	116
5	20	3.3	4.1	+0.8	8	10	10
6	57	2.8	3.0	+0.2	8	16	41

* Only Reading Intervention pupils identified as taking both pretest and post test are included.

In line with the emphasis in grades K-3 few reading intervention pupils were identified in grades 4-6 inclusive as having completed both pretest and post tests. For the 228 identified pupils in grade 4, the desired average gain of 0.6 G.E. was met and surpassed. For the 20 identified pupils in grade 5, the desired gain was likewise surpassed. For the 57 identified pupils in grade six, the desired objective was not met nor even approached.

In analyzing the results of the performance objectives, one must keep in mind that the Title I Reading Intervention pupils who were measured by these objectives were those Title I participants who were identified as being most in need of reading help. The Title I pupils chosen for participation were behind the non-Title I pupils in reading level and the Title I Reading Intervention pupils were themselves at a lower reading level than their Title I classmates. Although the performance objectives were not met by grades 1, 2 and 3 the analysis of Reading Intervention Title I pupils versus non-Reading Intervention Title I pupils points out that the performance of these pupils in terms of their reading gains was beyond that which would be expected for a group with their initial disadvantage.

CTC recommends that for future Title I programs a more realistic set of performance objectives be established.

Comparative Analysis of Reading Intervention with Non-Reading Intervention

Project coordinators were requested to indicate which of the Title I pupils were receiving special reading intervention. Such identification supplied the information needed to make a comparison of the reading intervention Title I pupils with the non-reading intervention Title I pupils.

Table IV-15 portrays the total reading comparisons across the public elementary schools as they were reported for Newark in the Interim Title I Evaluation Report. For grades two and three, Table IV-15 indicated that the Title I pupils chosen on the basis of need for special reading interventions exhibited more need for help in reading than the remainder of the Title I pupils.

In grades 4, 5 and 6, however, the evidence from test scores did not support the premise that these pupils chosen for Title I reading intervention were selected on the basis of such need. A review of the process for selection of Title I Reading Intervention in these grades is recommended.

TABLE IV–15
TOTAL READING COMPARISON
TITLE I PUBLIC ELEMENTARY PUPILS
READING-NON-READING INTERVENTION
METROPOLITAN ACHIEVEMENT TEST – OCTOBER 2-13, 1972

Grade	N	Non-Reading Intervention Mean G.E.	N	Reading Intervention Mean G.E.	Difference
2	1496	1.6	1566	1.5	-0.1
3	1757	2.0	1093	1.8	-0.2
4	1444	2.3	278	2.3	0.0
5	367	2.6	38	3.0	+0.4
6	127	3.0	179	3.1	+0.1

Based on the information recorded in Table IV-10 (Title I Public Elementary Pupils Reading Intervention) together with the information supplied by project coordinators, a comparison similar to that made for the Interim Title I Evaluation was calculated for the May, 1973 test and appears in Table IV-16. In Appendix 2A this information appears for each individual school.

TABLE IV–16
TOTAL READING
TITLE I PUBLIC ELEMENTARY PUPILS
READING-NON-READING INTERVENTION
METROPOLITAN ACHIEVEMENT TEST – MAY 1-11, 1973

Grade	N	Non-Reading Intervention Mean G.E.	N	Reading Intervention Mean G.E.	Difference
2	1876	2.1	1141	2.1	0.0
3	2034	2.5	879	2.4	-0.1
4	1454	2.9	228	3.0	+0.1
5	380	3.2	20	4.1	+0.9
6	120	3.7	57	3.0	-0.7

Comparison of the pretest and post test results of the Title I reading intervention and non-reading intervention public elementary pupils (Table IV-17) reveals that in grades 2, 4 and 5 the pupils chosen for reading intervention actually surpassed the gains of the non-reading intervention pupils. In grade 3 the reading intervention pupils equaled the gains of the non-reading intervention pupils. Only in grade 6 where a mere 57 pupils were involved did the reading intervention pupils fall behind the gain of the non-reading intervention pupils.

TABLE IV–17
TOTAL READING GAINS
READING INTERVENTION – NON-READING INTERVENTION
TITLE I PUBLIC ELEMENTARY PUPILS
Pretest 10/72 – Post test 5/73

Grade	Non-Reading Intervention Gain G.E.	Reading Intervention Gain G.E.	Reading Intervention Beyond Non-Reading Intervention
2	+0.5	+0.6	+0.1
3	+0.5	+0.5	0.0
4	+0.6	+0.7	+0.1
5	+0.6	+0.8	+0.2
6	+0.7	+0.2	-0.5

The reading intervention pupils in grade 1 cannot be discussed in terms of the gains they have made over the year since the pretest and post test do not lend themselves to a direct calculation of gain. The reading intervention pupils in grades 2 and 3 were proven in the Interim Title I Evaluation Report (Table IV-15) to be below the reading level of their fellow Title I participants. The pupils in grades 2 and 3 initially reading at levels lower than their classmates have on the average surpassed or equaled the gains of the Title I pupils who were not judged to share such need for personalized reading intervention. This result is most indicative of the positive effect which the Title I program through its concentrated mediation has had upon the grade 2 and 3 pupils in Newark exhibiting the greatest need for assistance in reading.

1.4 GENERAL PUPIL ACADEMIC/BEHAVIORAL PROGRESS

The participants involved in the questionnaire survey were asked a series of questions concerning Title I pupil progress in academic areas related to reading, as well as areas dealing with general behavioral changes. The responses of the PUBLIC ELEMENTARY SCHOOL COMPONENT participants are summarized in the following paragraphs.

Seventy eight percent (78%) of the Title I pupils reported they had paid better attention in class this year. Eighty percent (80%) of the pupils felt they understood their teachers better, and 75% said they came to school more often. In addition, 76% of the pupils claimed they did their homework more often, and 61% indicated they asked questions in class more frequently this year. Ninety-seven percent (97%) of the Title I pupils reported they were interested in getting good grades in school.

Sixty seven percent (67%) of these same pupils stated they considered themselves important members of their families; 9% replied in the negative, and 24% said they were not sure. As for being important members of their class, 40% of the youngsters reported they were uncertain; 37% felt they were important members, and 22% of them responded that they were not.

The general feeling of the Title I pupils regarding their overall academic work is reflected in their responses to the question, "How do you feel you are doing in your school work?" Thirty-three percent (33%) reported they were doing "very good," and 38% indicated they were "doing good." Twenty five percent (25%) said they were making fair progress, while 4% stated they were doing poorly.

In conjunction with the above question, other questions were asked of these pupils dealing with the rapport they felt they had with their parents. The Title I pupil responses to these questions are reported as follows: 77% said they did talk over their problems with their parents; 23% replied in the negative. Eighty seven percent (87%) of the pupils felt their parents did help them with their problems, while 13% were either not sure or said no.

Twenty percent (20%) of these same pupils reported that their parents were quite faithful in visiting their schools; 59%, however, wished their parents would come to the school more often, and 20% felt they did not want their parents to visit their schools more often.

The academic/behavioral changes of Title I pupils in grades kindergarten through three were explored via the Pupil Questionnaire (Teacher Answered). Teachers who completed these instruments were directed to respond to several questions related to these areas.

Their responses are presented immediately below. Teachers were asked to indicate the changes in the pupils' academic performance and behavior during the school year as a result of the Title I treatment. Table IV-18 delineates the reactions of the teachers, in percentages, to a list of pupil characteristics in terms of estimated degrees of change.

TABLE IV–18
TITLE I PUPIL ACADEMIC/BEHAVIORAL CHANGES: AS REPORTED BY TEACHERS

CHARACTERISTICS (Areas of Change)	**DEGREE OF CHANGE (In percentages)**			
	Great Improvement 1	**Improvement 2**	**No Change 3**	**Change for the Worse 4**
Understanding of oral instruction	17	70	13	-
Understanding of written instruction	13	65	22	-
Attendance	10	38	50	2
Oral expression	15	66	19	-
Responsibility in completing class assignment	16	57	25	2
Behavior in class	13	49	35	3
Interest in English (Language arts)	14	61	24	1
Pupil's self-image	18	60	21	1
Writing ability	14	62	23	1
Vocabulary identification	15	69	15	1
Vocabulary usage	13	67	19	1
Pronunciation	12	66	21	1
Spelling	10	56	33	1
Story Telling	11	61	28	-
Interest in Reading	25	61	14	-

From Table IV-18, it is apparent that the large majority of teachers saw either great improvement or at least some improvement in the listed characteristics of the Title I pupils for whom they completed questionnaires. It can be stated, therefore, that, on the average, the teachers who responded to this question felt the pupils in kindergarten through grade three had evidenced academic/behavioral improvement as a result of the Title I treatment during the 1972-1973 school year.

In an attempt to identify the needs of these same pupils from the teacher's perspective, an additional question was inserted in the Pupil Questionnaire (Teacher Answered) that addressed the extent to which teachers felt the pupils required certain specific programs. Table IV-19 presents the responses of the teachers, in percentages, to a list of programs needed by the pupils whom they were describing.

TABLE IV–19
TITLE I PUPIL NEEDS: AS REPORTED BY TEACHERS

PROGRAM(S)	EXTENT NEEDED (In percentages) Very Much 1	Much 2	Little 3	Not Needed 4
Special reading	29	29	23	19
Special education program (speech therapy, retarded, social and emotional maladjustment)	10	9	19	62
Special health program	6	7	24	63
Special language arts program	18	32	27	23
Special psychological/counseling program	6	8	21	65
Special bilingual program	3	3	5	89

Table IV-19 reveals the following findings. The majority of the teachers estimated that the Title I pupils in Kindergarten through grade three were definitely in need of special reading programs. Eighty percent (80%) of these teachers, however, saw little or no requirement for special education programs (speech therapy, retarded, social and emotional maladjustment) for these pupils. Only 13% indicated either a very great or great need for special health programs in behalf of these pupils. In regard to the provision for special language arts programs, the teachers, on the average, estimated there was some need. Obviously, the large majority of teachers (86%) felt there was little or no requirement for special psychological/counseling programs for pupils at those grade levels. Equally evident is the fact that, on the average, they considered the need for special bilingual programs to be minimal.

Again, in terms of needs, the teachers were directed to identify which level of reading materials would be most appropriate for the sampled pupils in the next school year. Thirteen percent (13%) of the teachers selected materials that are a grade level or more above in difficulty; 35% selected materials that are at grade level in difficulty; 24% identified materials at half grade level below in difficulty, and 23% felt materials that are a grade level or more below in difficulty were most appropriate for the Title I pupils in Kindergarten through grade three. The remaining teachers (5%) judged that none of the above alternatives were applicable to the pupils for whom they were responding.

Parents of Title I pupils were also considered in the overall effort to collect data about the general academic/behavioral progress of the Title I pupils. They were asked, therefore, to react to a set of questions related to these areas. Their responses are discussed below.

Initially, they were asked how they thought their children felt they themselves were doing in school this year. Twenty two percent (22%) of the parents reported that they thought their children were quite pleased with their own progress; 45% indicated their children felt they were doing "good," while 28% stated "fair," and 4% of the parents thought their children considered themselves to be doing rather poorly. In brief, the majority of parents were of the mind that their children displayed healthy and positive attitudes toward their general progress in school this year.

This conclusion is supported by the vast majority of parents (99%) who responded positively to the question: "Do you feel your child wants to get good grades?" In addition, 92% of the parents said their children liked most things about school.

The parents were also directed to provide some indication as to how they saw their children's general academic progress. Seventy one percent (71%) viewed their children's progress in school this year either as having been "very good" or "good." Thirty four percent (34%) reported "fair," and 5% replied their children had done poorly.

This is not to say, however, that the parents were completely satisfied with their children's academic progress in areas related to reading improvement. On the contrary, while they seemed in general to be pleased with their children's work, the majority (72%) indicated, for example, that they felt their children should be writing better than they were at present. This statistic calls to mind a similar one (77%) in response to an earlier question to the parents regarding their estimate of their children's reading improvement.

On the other hand, the realistic approach of the parents toward the Title I Program conducted in behalf of their children is reflected in their responses to other questions dealing with spelling and speaking skills. Eighty one percent (81%) of the parents estimated that their children had improved in spelling, and 82% reported in a similar fashion about their children's improved speaking skills.

The parents were also requested to react to several questions concerning their children's progress in activities related to better study habits as compared to last year. Forty two percent (42%) of the parents reported their children were spending more time studying. Twenty one percent (21%) thought their children were planning their study time better. Fifty percent (50%) felt their children were doing their homework more often, and 38% indicated their children showed more care about the neatness and accuracy of their homework.

The 1972-1973 Title I Program design called for the implementation of Cultural Enrichment Activities in support of the instructional treatment provided the Title I pupils. These activities consisted of on-premise (within the school environment) and off-premise (field trips) group functions. In an effort to determine the types and kinds of activities provided to the pupils during the school year, the survey participants were asked to respond to questions which addressed this sphere of the program. Their responses are reported below.

Thirteen percent (13%) of the Title I pupils in grades four and above went on trips to the zoo. Twenty nine percent (29%) visited museums; 46% viewed stage plays; 26% were entertained at movie theatres; 30% indicated they went "other places," and 25% stated they had not taken any field trips during the year. In reference to the last statement it should be noted, however, that a number of the individual schools in the Title I attendance areas had planned to implement their field trip activities subsequent to the administration of this questionnaire survey.

With regard to on-premise functions, 38% of the pupils saw puppet shows; 36% engaged in public speaking before their class; 20% had the opportunity to act as masters of ceremonies at class functions, and 47% shared experiences in acting out stories with other pupils. Thirty one percent (31%) of the pupils, however, reported they did not do any of the above things.

Teachers who responded for Title I pupils in Kindergarten through grade three regarding pupil participation in Title I Cultural Enrichment Activities reported in the following percentages:

ACTIVITY	PERCENT OF TEACHERS RESPONDING
• Field trips (museums, theatre, etc.)	62
• In-school assemblies	93
• Art programs	23
• Exposure to social environment of other communities	7
• Other cultural enrichment activities	35
• None of the above	15

From these data it can be determined that the emphasis of the Cultural Enrichment Activities to which Title I pupils in the early elementary grades were exposed lay within the areas of field trips and in-school assemblies.

As to approximately how many clock hours these same pupils spent in Title I Cultural Enrichment Activities, teachers reported according to these percentages: 2% of the teachers said the pupils about whom they were completing questionnaires spent no time at all; 54% of the teachers stated from one to 10 hours; 28%, 11 to 20 hours; 6%, 21 to 30 hours; 6%, more than 30 hours, and 4% indicated they did not know.

Available district statistical documentation on Title I Cultural Enrichment Activities was also reviewed by the evaluation agency in order to broaden the description of these activities. Table IV-20 presents the findings drawn from this review and analysis.

TABLE IV–20
CONSOLIDATED STATISTICAL DATA
1972-1973 TITLE I CULTURAL ENRICHMENT ACTIVITIES
PUBLIC ELEMENTARY COMPONENT

	PARTICIPANTS				
	Pupils	Teachers	Adult Volunteers	Total	Number of Activities
ON-SCHOOL PREMISES	112,520	5,734	2,790	121,044	465
OFF-SCHOOL PREMISES	41,245	1,859	3,296	46,400	558

In the interest of providing data about the value the Title I participants and parents actually placed upon these Cultural Enrichment Activities, the evaluation agency inserted in the survey instruments a series of questions designed to elicit information about participant value judgements regarding these activities.

Title I principals, on the average, felt that this year's Cultural Enrichment Activities made a great contribution to the success of the program in their respective schools. Project coordinators, again on the average, were even more positive in their collective judgment. They indicated that the Cultural Enrichment Activities provided a "very" great contribution and stressed the importance of this particular segment of the Title I Program in relation to their own responsibilities.

Project teachers responded in a fashion similar to the principals in that they judged, on the average, that these activities had been of much assistance in their Title I instructional efforts during the year. They likewise indicated that the presence of such Cultural Enrichment Activities in the Title I Program was of importance to them in relation to their instructional pursuits.

1.5 TITLE I PROGRAM VALUE

The sampled participants in the Public Elementary School Component responded to a number of questions about the overall value of the Title I Program conducted in the Newark School District during the 1972-1973 school year. These questions were designed to elicit the participants knowledge, opinions and feelings regarding several aspects of the program.

Principals of schools in the Title I attendance areas were asked to what extent they felt the objectives for the Title I Program in their schools were being accomplished. Forty five percent (45%) felt they were being accomplished to a very great extent; 33%, to a great extent, and 22% thought the objectives were being accomplished to some extent.

Project coordinators were asked the same question. Their responses are as follows: 40%, to a very great extent; 52%, to a great extent, and 8% reported that the objectives were being accomplished to some extent.

It is apparent that the Title I administrators generally felt that the program objectives for their respective schools were being accomplished.

The principals also had the opportunity to rate the degree various significant factors contributed to the success of Title I in their individual schools. The project coordinators were likewise given this oppórtunity. Tables IV-21 and IV-22 present the responses in percentages. (Refer pages IV-24, 25)

Tables IV-21 and IV-22 point up the fact that both the principals and project coordinators, on the average, were quite generous in their ratings of the various significant factors that contributed to the success of the Title I Program in their schools. Of particular interest is the fact that the project teachers received the highest ratings from both the principals (1.1) and project coordinators (1.2). In addition, it should be also singled out that both types of personnel, again on the average, considered the contributions of the teacher and community aides to have been of great value in terms of the success of the program in their schools.

It can also be stated that the Title I in-service training activities received a high rating by both principals and project coordinators, in that both, on the average, saw these activities as having contributed a great deal in relation to the program's success.

The parents of Title I pupils in the Public Elementary School Component were also questioned about their judgment of the overall program's value during the 1972-1973 school year. The great majority of parents (97%) who completed Parent Questionnaires thought their children had been helped by the Title I Program conducted in their children's schools. Sixty four percent (64%) of these parents, however, did expect their children to get more from the program than they had gotten so far. Eighty nine percent (89%) of these parents also indicated that the project teachers were helping their children when they needed it.

These data suggest the idea that while the parents' expectations of the program's effectiveness in relation to their children's improvement were not entirely met, they felt, nevertheless, that their children were definitely being helped by their involvement in the Title I activities.

The parents were quite positive in response to a question asking about the cooperation and support offered to their school's Title I Program by the principal's staff. Ninety six percent (96%) of the parents reported that the principals and their staff were either "most satisfactory" or "satisfactory" in their cooperation and

TABLE IV–21
RATINGS OF SIGNIFICANT FACTORS RELATED TO THE SUCCESS OF TITLE I: BY PRINCIPALS

FACTORS	RATING SCALE (In Percentages) Contributed Very Much 1	Contributed Much 2	Contributed Little 3	No Contribution 4
Supplementary instructional equipment	58	37	5	–
Opportunities for positive change regarding pupil attitudes toward school	41	43	16	–
Project teachers(s)	84	13	3	–
Supportive pupil services (e.g., health, nutritional, psychological)	32	43	22	3
Project coordinator	84	16	–	–
More individualized help to pupils	53	45	2	–
Teacher aides	74	18	5	3
Community aides	64	31	5	–
In-service training	39	42	17	2

support of the Title I Program. Apparently the large majority of parents of the Title I pupils in the Public Elementary School Component were generally happy with the compatibility that existed between the Regular School Program and the Title I Program in their respective schools.

In terms of pupil needs that should be met by the Title I Program, these same parents were asked to rate the degree of importance they placed upon the Title I Program providing help to their children in certain academic/behavioral areas. Their responses, in percentages, are presented in Table IV-23. **(Refer page IV-25.)**

From the data presented in Table IV-23, it is apparent that the parents of Title I pupils, on the average, felt it was quite important that the Title I Program help their children improve in each of the areas listed. This collective reaction of the parents, in turn, suggests two considerations: (1) the variety of demands the parents personally place upon the program, and (2) the potential they are willing to credit to the program's capabilities of effectiving positive academic/behavioral changes in their children.

1.6 PROJECT COORDINATOR/TEACHER SUPPORTIVE SERVICES

Part of the services in Newark's Title I Program were those given to project teachers and coordinators to assist them in their professional responsibilities. Included in these supportive services were:

TABLE IV–22
RATINGS OF SIGNIFICANT FACTORS RELATED TO THE SUCCESS OF TITLE I: BY PROJECT COORDINATORS

FACTORS	RATING SCALE (In Percentages) Contributed Very Much 1	Contributed Much 2	Contributed Little 3	No Contribution 4
Supplementary instructional equipment	76	24	–	–
Opportunities for positive change regarding pupil attitudes toward school	43	55	2	–
Supporting pupil services (e.g., health, nutrition, psychological)	26	67	7	–
More individualized help to pupils	60	40	–	–
Teacher aides	62	33	2	3
Community aide	64	31	5	–
In-service training	48	45	7	–
Principal	48	50	2	–
Project teacher(s)	93	7	–	–

paraprofessionals, in-service training, specialists, and audio/visual materials. The sample of coordinators, teachers and other professionals associated with the Public Elementary School Component were asked to react to questions concerning these services.

Ninety six percent (96%) of the teachers, when questioned about the appropriateness of the available printed materials and textbooks they utilized in their Title I instructional activities, responded positively. They felt, in general, that these aids were appropriate for their use. An even higher percentage (98%) of project teachers reported the instructional equipment available to them was appropriate to their needs.

The project teachers were also asked to rate the extent to which they felt the in-service training activities in which they participated since September, 1972, assisted them in their instructional treatment of Title I pupils. Table IV-24 presents their responses, in percentages. (Refer page IV-28)

From the data presented in Table IV-24, it is apparent that the great majority of the project teachers (93%) found their reading in-service activities to have offered them the most assistance in their instructional treatment of Title I pupils. Obviously, this is in concert with the program's emphasis, i.e., reading treatment. On the average, the project teachers rated these in-service activities as either of "great assistance" or of "some assistance" to them.

TABLE IV–23
TITLE I PUPIL NEEDS TO BE MET BY THE TITLE I PROGRAM – DEGREES OF IMPORTANCE: AS REPORTED BY PARENTS

AREAS	OPINION (In Percentages) (1) Very Important	(2) Important	(3) Little Importance
Improve his/her reading	82	15	3
Gain self-confidence	70	25	5
Act more obedient	65	26	9
Be proud of his/her background	72	23	5
Develop respect for the rights of others	72	24	4
Develop his/her ability to think for himself/herself	79	18	3
Develop a respect for property and materials	70	26	4
Be able to speak and write better	82	16	2
Improve his/her grades	82	16	2

Eighty nine percent (89%) of them also rated 'new and/or innovative teaching methods and techniques' as either or "great assistance" or "some assistance" to them, thus pointing up their positive reaction to the program's efforts to provide the teachers with continual exposure to current teaching pedagogy.

Title I project coordinators were also asked to respond to a similar question concerning their in-service training activities. Table IV-25 reports the responses of the coordinators in percentages. (Refer page IV-28)

As in the case of the project teachers, the coordinators rated the reading in-service activities the highest in terms of the extent to which they felt these specific activities assisted them in their Title I responsibilities. Ninety percent (90%) of the project coordinators reported that the reading in-service activities offered them either "very great assistance" or "great assistance."

The project coordinators, on the average, also indicated that the in-service activities dealing with administrative, management, and planning techniques, as well as dissemination techniques and procedures together with community relations were of great benefit to them in their Title I responsibilities.

The responses of both project teachers and coordinators support the fact that efforts were made during the school year to provide these Title I personnel with in-service training appropriate and beneficial to their respective job descriptions and responsibilities.

Both project teachers and coordinators were requested to estimate the importance they personally placed upon the role of the teacher aides in relation to their own Title I instructional activities, as well as the

TABLE IV–24
TITLE I IN-SERVICE TRAINING ACTIVITIES: EXTENT OF ASSISTANCE, AS DETERMINED BY PROJECT TEACHERS

IN-SERVICE ACTIVITY	RATING SCALE (In Percentages)				
	Great Assistance 1	Assistance 2	Little Assistance 3	No Assistance 4	Not Involved 5
Reading	50	43	6	1	–
English Language Arts	29	59	7	5	–
English Second Language	4	13	48	35	–
Cultural Enrichment	18	39	25	18	–
New and/or innovative teaching methods and techniques	42	47	8	3	–
Diagnosis of Pupil Problems	36	51	8	5	–
Individualized Instruction	33	43	17	7	–
Use of Equipment and Materials	31	40	23	6	–
Use of School Plant and Facilities	25	21	28	26	–
Administrative & Management Technique	8	39	11	42	–
Community Relations	21	38	24	17	–

extent to which they felt these same aides had helped them in their activities this year. Eighty percent (80%) of the project coordinators and 31% of the project teachers reported that the teacher aides were of great importance to them in their own Title I instructional activities. Twenty percent (20%) of the project coordinators and 51% of the project teachers placed "importance" upon the role of the teacher aides, while 17% of the teachers placed little or no importance upon this factor.

Ninety five percent (95%) of the project coordinators and 66% of the project teachers indicated they felt the teacher aides were either of great assistance or of some assistance to them in their Title I responsibilities this year. Five percent (5%) of the coordinators and 22% of the teachers were of the opinion that the teacher aides offered little assistance during the year, and 13% of the teachers reported they felt the teacher aides were of no assistance to them in their Title I instructional activities.

It would appear that, on the average, the project coordinators saw somewhat more importance in the role of the teacher aide than did the project teachers. It would also seem that the project coordinators, again, on the average, felt the teacher aides offered greater assistance to them than the project teachers felt in relation to these same personnel.

TABLE IV–25
TITLE I IN-SERVICE TRAINING ACTIVITIES: EXTENT OF ASSISTANCE, AS DETERMINED BY PROJECT COORDINATORS

IN-SERVICE ACTIVITY	RATING SCALE (In Percentages) Very Great Assistance 1	Great Assistance 2	Little Assistance 3	No Assistance 4	Not Applicable 5
Reading	52	38	10	–	–
English Language Arts	36	46	15	3	–
English Second Language	13	13	50	24	–
Cultural Enrichment	26	49	22	3	–
Diagnosis of pupil problems	15	56	21	8	–
Individualized Instruction	29	42	22	7	–
Use of equipment and materials	39	29	24	8	–
Use of school plant and facilities	24	34	27	15	–
Administrative, management and planning techniques	33	42	22	3	–
Community relations	34	42	21	3	–
Dissemination techniques and procedures	38	35	20	7	–

The role of the community aide was yet another factor addressed by the project coordinators and teachers in terms of importance and assistance to them in their Title I responsibilities.

Ninety seven percent (97%) of the coordinators and 84% of the project teachers rated the importance of the community aide to their own Title I activities as having been either "great" or "some", thus indicating that the majority of both coordinators and teachers saw significant value in the services of the community aides. This statement can be further supported by the fact that only 2% of the coordinators and 10% of the teachers saw "little importance" in the role of the community aide in relation to their own Title I activities.

In regard to the extent the project coordinators and teachers estimated other identified 'factors' as having been of help to them in their Title I responsibilities during the 1972-1973 school year, Tables IV-26 and IV-27 delineate and post their tabulated responses in percentages.

TABLE IV–26
EXTENT TO WHICH SIGNIFICANT FACTORS IN THE TITLE I PROGRAM ASSISTED PROJECT COORDINATORS: AS REPORTED BY COORDINATORS

FACTORS	RATING SCALE (In Percentages)			
	Great Assistance 1	Assistance 2	Little Assistance 3	No Assistance 4
Title I Central Office Staff	69	31	–	–
Parental Involvement	50	36	14	–
Principal	53	42	5	–
Consultant Services (Project Teachers)	88	12	–	–
Instructional equipment and materials	60	40	–	–
Opportunities for professional improvement	29	47	16	8
Provision for greater intensified instructional concentration in Pre-K through grade 3	62	36	2	–
Provisions for pupil supportive services, e.g., health, psychological, etc.	36	40	22	2
Title I Program dissemination procedures	30	60	10	–

From the data contained in Tables IV-26 and IV-27, it can be determined that both project coordinators and teachers, on the average, considered most of the factors listed as having been either of great assistance or some assistance to them during the school year. It is of interest to note that the majority of both the project coordinators and teachers demonstrated a positive reaction to the 'parental involvement' factor in terms of the assistance it rendered them in their Title I responsibilities. It might also be pointed out that the 'culsultant services' factor received the most negative response by both types of Title I personnel. On the average, they rated this particular factor as having offered little or no assistance to them.

In an effort to identify the forms of assistance the project teachers would like to have provided them in their Title I teaching efforts, these instructional personnel were asked to indicate which forms of assistance they would like. Their responses are as follows:

FORMS OF ASSISTANCE	TEACHERS RESPONSES IN PERCENTAGES
More teacher aides	23
More books	30
More audio/visual aids	42
More in-service teacher training programs	36
Remodeling of facilities	66
Consultant services	54
More community aides	12
Use of a structured reading program	22

TABLE IV–27
EXTENT TO WHICH SIGNIFICANT FACTORS IN THE TITLE I PROGRAM ASSISTED PROJECT TEACHERS: AS REPORTED BY TEACHERS

	RATING SCALE (In Percentages)			
FACTORS	Great Assistance 1	Assistance 2	Little Assistance 3	No Assistance 4
Title I Project Coordinator	61	36	2	1
Title I Central Office Staff	29	46	15	10
Parental Involvement	18	52	24	6
Consultant Services	13	47	33	7
Instructional equipment and materials	55	39	6	–
Opportunities for professional improvement	24	47	24	5
Provision for greater intensified instructional concentration in pre-K through grade 3	53	43	4	–
Provision for pupil supportive services, e.g., health, psychological, etc.	26	37	33	4

It is evident from these responses that a majority of the project teachers reacted strongly to two forms of assistance which appeared on the list; namely, the remodeling of facilities (66%) and consultant services (54%).

Efforts were also made to obtain a general reaction by the project coordinators to certain listed characteristics of the project teachers. The coordinators were requested to rate these characteristics on a scale of four, ranging from one equals excellent to four equals below average. The listed characteristics included the quality of work the teachers produced, their interest in work, their ability to work with others, their initiative, dependability, cooperation, and punctuality. Without exception, each of these characteristics was given an average rating by the project coordinators that fell between excellent and above average. This finding indicates the general positive attitude the project coordinators held in relation to the project teachers in their respective schools.

Both project coordinators and teachers were requested to estimate the amount of time they spent in various Title I activities. They were instructed to base their estimates on the percentage of time they usually spent on a given activity proportionate to the total number of working hours in a normal school week. A summary of their responses is presented in the following paragraphs.

In addition to the time and effort involved in the performance of their administrative duties, the average amount of time the project coordinators spent teaching Title I pupils was determined as 7%. Again, on the average, these coordinators devoted 21% of their time during a normal school week to the scheduling and arranging of Title I activities, while 14% of their time was consumed with Title I Parent Council meetings. In addition, it was estimated that, on the average, 10% of their time was taken up with conducting in-service training for project teachers and teacher aides, and about 12% with in-service training pertaining to their own needs.

Developing curriculum materials for their Title I projects was estimated by the coordinators as taking approximately 10% of their time; providing Title I Program dissemination materials, 10%, while 16% was devoted to observing and/or monitoring Title I project teachers in their classrooms. Finally, the coordinators indicated that they spent an average of 2% of their time on general school duties during the working hours of a normal school week.

A review of the project coordinator's job description, as outlined in the TITLE I APPLICATION FOR FISCAL YEAR 1972-1973, indicates that the "planned" activities and responsibilities of these Title I personnel were realized during the school year.

This was likewise the case with reference to the job descriptions of the project teachers (also to be found in the above mentioned document). Those teachers who responded to a similar question estimated that the great majority of their time, as would be expected, was spent in reading instruction; of the remaining time, 38% was devoted to English Language Arts; 20%, to the diagnosis of pupil problems; 18%, to meeting with parent/community groups; 14%, to in-service training, and 10% was directed toward the testing of Title I pupils.

Title I teacher aides and community aides were included in the administration of the evaluation instrumentation. They were provided questionnaires which contained questions eliciting information about their pre-service and in-service training sessions, their responsibilities and duties as Title I aides, as well as their personal evaluation of their Title I activities. The following paragraphs are devoted to a discussion of the data collected from these two sources.

Out of a total of 247 Title I teacher aides in the Public Elementary School Component who completed questionnaires, 77% did participate in pre-service training prior to the opening of the 1972-1973 school year; 23% of these aides, however, had no pre-service training. The great majority (89%) did participate in in-service training. Of these, 4% spent from one to five hours in in-service training; 9%, from six to ten hours; 9%, from 11-15 hours; 13%, from 16-20 hours; 6%, from 21-25 hours, and 48% spent more than 25 hours in in-service training. Forty four percent (44%) indicated that their in-service training sessions were always conducted for teacher aides only; 38% said most of the time; 13%, however, stated they seldom participated in in-service training sessions that were isolated to Title I teacher aides alone, and 6% reported they had never attended sessions that were for teacher aides only.

The teacher aides were asked to identify the major subject areas covered by their in-service training activities. Their responses, in percentages, are delineated as follows:

A. TRAINING COVERING TECHNIQUES FOR CLASSROOM ASSISTANCE:	TEACHER AIDE RESPONSES (In Percentages)
Conduct of drills	47
Construction of visual aids for teachers and pupils	72
Instructions on how to read to pupils	75
Instruction on how to conduct educational games for pupils	78
How to locate community resource persons who may benefit pupils' education	42
Training in operation of audio-visual devices	77
Training in methods of tutoring pupils	60
Instruction in the duties of a teacher aide	84
Instruction in how to cope with disciplinary problems	64
Instruction in classroom management	68
Training in administration and proctoring of educational tests	36
Instruction in the major concepts and ideas which are the objectives of the Title I Program for the pupils you are requested to help	66
Instruction on how to supervise workbook activity while teacher instructs pupils	73
Instructions on how to supervise children on excursions, at lunchtime, during recess, etc.	81

B. TRAINING COVERING THE ROLE OF TEACHER AIDE RELATED TO COMMUNITY SERVICES:	TEACHER AIDE RESPONSES (In Percentages)
Instructions concerning the contributions the teacher aide can make to school instructional staff, administrative staff and community personnel	62
Training in the role the teacher aide can play by accompanying service personnel to the homes of pupils	32
Training in the role a teacher aide can play in assisting parents to understand their children's school problems	57
Training in assisting health personnel in their duties	41
Training in clerical duties expected to be performed by teacher aides	59
C. TRAINING DIRECTED TOWARD INSTRUCTIONAL TECHNIQUES:	
Reading	82
English Language Arts	54
English as a second language	16
Other academic subjects	46

At least two conclusions can be drawn from the data reported above: namely, (1) the project teacher aides were exposed to a wide diversification of in-service training activities during the 1972-1973 school year; and (2) these in-service activities were most appropriate to the responsibilities (job descriptions) of the teacher aides as outlined in the TITLE I APPLICATION FOR FISCAL YEAR 1972-1973.

Sixty four percent (64%) of these teacher aides reported that the in-service training helped them to a very great extent in performing their duties, while the remaining 36% indicated they were assisted either to a great extent or at least some extent by their involvement in the teacher aide in-service training program during the year.

In an effort to obtain information related to the amount of time the Title I teacher aides devoted to their various responsibilities during a normal school week, a series of questions was included in their evaluation instrument which elicited their estimates of time spent on several major Title I duties. A total of two hundred and forty seven (247) teacher aides in the Public Elementary School Component completed questionnaires. The responses of these personnel, in actual numbers, to this particular series of questions are as follows:

Question: Please estimate the amount of time in a normal school week which is devoted to . . . .

1. Assisting directly in Title I Classrooms.

Possible Responses	Teacher Aide Responses in Actual Numbers
No time at all	0
Less than 20%	1
21-40%	1
41-60%	17
61-80%	79
More than 80%	143

2. Assisting Title I pupils outside the formal classroom situation (e.g., tutoring, etc.)

Possible Responses	Teacher Aide Responses in Actual Numbers
None at all	27
Less than 20%	35
21-40%	13
41-60%	7
61-80%	5
More than 80%	8

3. Assisting Title I instruction through performing clerical work.

Possible Responses	Teacher Aide Responses in Actual Numbers
None at all	64
Less than 20%	108
21-40%	31
41-60%	16
61-80%	7
More than 80%	5

4. Assisting related Title I Community Services (e.g., accompanying social worker on home visits, etc.)

Possible Responses	Teacher Aide Responses in Actual Numbers
None at all	81
Less than 20%	113
21-40%	20
41-60%	5
61-80%	9
More than 80%	1

5. Assisting Special Services connected with Title I Program (e.g., working with school nurse, etc.)

Possible Responses	Teacher Aide Responses in Actual Numbers
None at all	107
Less than 20%	91
21-40%	15
41-60%	5
61-80%	4
More than 80%	–

6. Performing duties in or for the school which are not part of your Title I duties.

Possible Responses	Teacher Aide Responses in Actual Numbers
None at all	155
Less than 20%	45
21-40%	14
41-60%	4
61-80%	4
More than 80%	4

It is apparent that the Title I teacher aides in the Public Elementary School Component have been utilized to a very great extent in assisting directly in the Title I classrooms, in that the vast majority of those who responded reported they spent either from 61-80% of their time, or more than 80% of their time in the Title I classrooms. This finding is in concert with the specified Title I teacher aide responsibilities identified in the TITLE I APPLICATION FOR THE 1972-1973 FISCAL YEAR.

A review of the teacher aide responses regarding the other identified kinds of Title I activities delineated above likewise suggests that the majority of these personnel were engaged in those "non-classroom Title I duties" either, not at all, or less than 20% of their time in a normal school week. Again, it would appear from these findings that the teacher aides were used, in terms of proportionate time allotments, to the best advantage of the overall Title I instructional situation; i.e., they worked most of the time, directly assisting the project teachers and Title I pupils in the classrooms.

In addition to providing information about the amount of time spent in their various Title I activities, the teacher aides were also asked to rate these activities in terms of their importance to the overall success of the Title I Program. The rating scale ranged from "very important" equals one, to "no importance" equals four. An analysis of their collective responses for each of the activities listed reveals the following findings:

1. Those activities directly related to Title I pupil instructional assistance received the highest ratings (1.1).

2. Those activities not directly related to Title I pupil instructional assistance (e.g., accompanying social worker on home visits, clerical work, etc.) were given the lowest ratings, on the average, by the teacher aides (2.1).

3. Other activities which were not directly related to Title I pupil instructional assistance, yet did involve some degree of personal contact with the children (e.g., monitoring Title I pupils at lunchtime, etc.), received ratings by the majority of the teacher aides which indicated they were of some importance to the overall success of the Title I Program.

Title I project coordinators were provided the opportunity to give their general ratings of the teacher aides in their schools in reference to certain specified characteristics related to their roles in the Title I Program. Table IV-28 offers a statistical breakdown of the coordinators' responses in percentages.

The data contained in Table IV-28 show that, on the average, the project coordinators felt the teacher aides exhibited the identified characteristics from an "excellent" to an "above average" extent in the conduct of their work assignments.

The Title I community aides also responded to questions similar to those asked of the teacher aides. Their reactions are discussed in the following paragraphs.

TABLE IV–28
TEACHER AIDE CHARACTERISTICS: RATINGS BY PROJECT COORDINATORS

CHARACTERISTICS	RATING SCALE (In percentages) Excellent	Above Average	Average	Below Average
Ability to learn	37	29	34	–
Quality of work	39	37	24	–
Quantity of work	39	32	24	5
Interest in work	44	32	24	–
Ability to work with others	46	32	22	–
Initiative	29	39	24	8
Dependability	42	34	24	–
Cooperation	51	24	25	–
Punctuality (absences and tardiness)	27	24	44	5

Sixty five percent (65%) of the Title I community aides indicated they had participated in pre-service training prior to the opening of the 1972-1973 school year; 35% had no pre-service training; ninety five percent (95%), however, did report they were involved in in-service training during the year.

Seventy percent (70%) of these personnel spent more than 25 hours in various in-service activities since September, 1972; and 55% of these aides estimated, in turn, that their in-service sessions were always conducted for community aides only, while 30% reported their sessions were held only for them "most of the time."

Almost one half (20) of the 42 community aides who completed questionnaires felt the in-service training sessions were of very great benefit to them in the performance of their Title I duties. Another 12 out of the total 42 community aides in the Public Elementary School Component reported the in-service training sessions were of great help to them, and nine said they were aided to some extent by these Title I activities.

In addressing the types and kinds of in-service training activities provided to them, twenty six of the community aides stated they had been involved in in-service training sessions that offered information concerning the objectives of the Title I Program. Thirty five of the total 42 aides who completed questionnaires stated they had received instructions in the methods of explaining the purposes of the Title I Program and activities to parents and community groups. In addition, 28 of the community aides were provided instruction in the methods of offering training sessions to parents. Thirty seven of the aides indicated they received information related to social agencies and services available to parents, and 20 aides said they participated in training for routine clerical work required for the Title I Program.

Finally, 34 of the community aides were provided with general training in the duties required for working within the scope of the Title I Program and all (42) of the aides reported that their Title I duties had been clearly defined and explained to them.

As in the case of the Title I teacher aides, the community aides were asked to estimate the amount of time in a normal school week they spent in fulfilling the various Title I duties.

In regard to assisting directly in Title I classrooms, 19 of the community aides indicated they spend no time at all in such activities, while 18 of them estimated they spent less than 20% of their time in a normal school week, and two judged that they were involved directly in the Title I classrooms between 21% and 40% of their time. One community aide estimated the amount of time as having been between 61% and 80%, and one also indicated the amount of time spent had been more than 80%.

The majority (34) of the community aides estimated they spent between 20% and 80% of their normal school week assisting Title I parents (e.g., training services, developing parental interest, etc.)

In estimating the amount of time they devoted to the performance of clerical work for Title I activities only, three aides reported "no time at all"; 23 said "less than 20%"; 12 stated they devoted between 21% and 40%; three judged they spent between 61% and 80% of their time, and one reported the time allotted as having been more than 80%. It is obvious from the responses of the community aides with reference to the amount of time devoted to Title I community services (e.g., visiting homes of participating Title I pupils, etc.), that a great deal of their time during a normal school week was taken up with these specific functions; that is, 11 of the aides spent from 41% to 60% of their time, 14 of them spent from 61% to 80%, and 11 said they were involved more than 80% of their time.

When asked how much of their time was taken up with performing duties in or for the school which were not part of their Title I duties, 24 of the community aides reported "no time at all", 16 of them estimated "less than 20%", one said between 21% and 40%, and another indicated from 41% to 60% of the time during a normal school week.

It is apparent, from a review of the community aide "job descriptions" outlined in the TITLE I APPLICATION FOR FISCAL YEAR 1972-1973, that the findings presented above support the fact that these aides were involved in the kinds and types of Title I activities for which they were engaged.

As to the degree of importance they personally placed upon their various Title I duties, the aides, on the average, gave highest priority to "explaining the role of the schools and the Title I Program to parents and community members" and "visiting the homes of Title I pupils". "Assisting with clerical work" received the lowest rating. In the minds of the community aides, the actual contact they made with parents and community members was of prime importance in the discharge of their responsibilities.

The parents of Title I pupils in the Public Elementary School Component were also asked a question about the importance of the community aide in the schools. Several areas of concern were listed and the parents were requested to rate the degree of importance of the community aides relative to each area. Table IV-29 provides the responses of the parents in percentages.

From the data in Table IV-29, it can be determined that, on the average, the parents who responded to this question, felt that each of the areas listed was either of "great importance" or "some importance", in terms of the work done by the Title I community aides in the schools to which they were assigned.

Title I project coordinators were provided the opportunity to give their general ratings of the community aides in their schools in reference to certain specified characteristics related to their roles in the Title I Program. Table IV-30 offers a statistical breakdown of the coordinators' responses in percentages.

As in the case of the teacher aides, the project coordinators, on the average, judged that the Title I community aides exhibited the identified characteristics from an "excellent" to "above average" extent in the performance of their various responsibilities.

TABLE IV–29
IMPORTANCE OF TITLE I COMMUNITY AIDE ACTIVITIES: AS ESTIMATED BY PARENTS

AREA	OPINION (In percentages) Very Important 1	Important 2	Little Importance 3
Improve School/Community relations	70	27	3
Understand the desires of the parents and use this information to improve education for their children	75	24	1
Obtain community involvement and guidance in school programs	61	35	4
Help parents in finding assistance in the community	59	35	6
Encourage togetherness among parents, pupils and schools	74	24	2

TABLE IV–30
COMMUNITY AIDE CHARACTERISTICS: RATINGS BY PROJECT COORDINATORS

CHARACTERISTICS	RATING SCALE (In percentages) Excellent 1	Above Average 2	Average 3	Below Average 4
Ability to learn	48	31	19	2
Quality of work	40	34	26	–
Interest in work	48	36	16	–
Ability to work with others	62	21	17	–
Initiative	54	24	17	5
Dependability	57	26	17	–
Cooperation	62	21	17	–
Punctuality (absences and tardiness)	45	29	24	2

1.7 PUPIL SUPPORTIVE SERVICES

The Public Elementary School Component had Title I pupil directed supportive services. A list of questions incorporating these services was included in the questionnaires administered to the Title I participants and parents. The data collected and analyzed by way of these questions are presented in the following paragraphs.

In the interest of obtaining information about Title I pupil needs related to supportive services, parents were asked to identify those needs their children exhibited during the 1972-1973 school year. Table IV-31 offers the readers of this report the tabulated responses of the parents, by service needed.

TABLE IV–31
PUPIL SUPPORTIVE SERVICES NEEDED: AS REPORTED BY PARENTS

SERVICES	PARENT RESPONSES (In percentages)	
	YES	NO
Diagnosis of your child's educational needs	42	58
Psychological testing of your child's special problems or needs	27	73
Assistance with your child's personal and social adjustment	38	62
Referral to specialist or agency outside your child's school	22	78
Visitation(s) to your home by Title I community aides	34	66
Physical, dental, eye or ear examinations	59	41
Medical or dental treatment	52	48
Physical therapy	20	80

According to the responses in Table IV-31, it is apparent that, while they identified other services required in behalf of their children, the majority of parents reported their children were in need of physical, dental and eye or ear examinations, as well as medical or dental treatment.

Pupil supportive services were examined not only in terms of identifiable Title I pupil needs, but also in regard to the availability and actual provision of these services to pupils. The questionnaire participants, therefore, were given questions to answer about this latter aspect.

Title I pupils who completed their own evaluation instruments reacted to the question, "What help did you get from a doctor or nurse in your school this year", in the following percentages, by specific area of assistance:

AREA OF ASSISTANCE	PUPIL RESPONSES (In Percentages)
I did not see a doctor or nurse in my school this year	30
I was sick and saw a nurse	65
My teeth were looked at	48
I was tested for eyeglasses	57
My hearing was tested	45

Thirty eight percent (38%) of the parents of Title I pupils in the Public Elementary School Component reported that their children received a diagnosis of their educational needs. Twenty one percent (21%) of the parents indicated their children had been provided with psychological testing; 26% said their children had been assisted with personal and social adjustments. Sixteen percent (16%) of the parents reported that their children had been referred to specialists or agencies outside the school. Twenty seven percent (27%) stated their homes had been visited by Title I community aides. The majority of parents said that physical, dental, eye or ear examinations had been given to their children; 45% reported that their children had received medical or dental treatment, and 17% of the parents said that physical therapy had been rendered to their children.

A review of the data reveals that the two sources, "physical, dental, eye or ear examinations", and "medical or dental treatment", were considered "as needed" for their children by the majority of parents and were identified "as provided" to their children by the majority of parents during the school year.

1.8 PARENT/COMMUNITY INVOLVEMENT

An impressive effort to continue and expand parental and community involvement in the Title I Program was made by the Newark School District. On the questionnaires, the Title I participants and parents gave their views about this effort.

The majority (72%) of the Title I pupils who completed questionnaires reported that their parents helped them with their homework. Seventy seven percent (77%) of them also indicated that their parents were involved with them in their problems and did help them in working toward solutions.

The Title I principals, project coordinators and teachers were given a number of questions related to parent/community involvement in the Title I Program. An analysis of the data collected from these specific questions reveals the following findings.

The majority of principals and project coordinators reported they devoted an average of between one to three hours a week working with Title I Parent Councils. Over a third of the principals stated they spent between four and six hours a week working with individual parents of the Title I pupils, while over two-thirds of the coordinators reported the same time allotments in reference to their working with parents of Title I pupils. These data provide some indication of the amount of time Title I school staff and parents are directly involved with each other.

Parents of Title I pupils, when asked about the number of Title I school Parent Council meetings they had attended this year, responded in these percentages: 60% said they had not attended any; 11% replied they had been to only one meeting; 9% stated they were at two council meetings, and 8% reported they had attended three meetings. In addition, twenty eight percent (28%) of the parents identified themselves as voting members of their children's schools Title I Parent Councils.

Over two thirds of the parents who completed questionnaires indicated they had been informed about the purpose of the Title I Parent Council in their children's schools, and 33% reported they had talked about the Title I Program with members of the Title I school Parent Councils. Forty percent (40%) said they had not done so, and 27% indicated they didn't know any members.

In order to elicit data about the kinds and types of activities in which the parents of Title I pupils in the Public Elementary School Component had participated during the school year, a list of activities was presented to them for their reactions. Table IV-32 delineates their collective responses to each activity, in percentages.

TABLE IV–32
INVOLVEMENT IN TITLE I ACTIVITIES: AS REPORTED BY PARENTS OF TITLE I PUPILS

	PARENTAL INVOLVEMENT (In Percentages)
Individual conference with Title I teachers	15
Worked on Title I Parent Council	10
Attended meetings of the Title I Parent Council	26
Volunteered as a clerical assistant	2
Attended PTA meetings	36
Volunteered to help in school library	2
Volunteered as a tutor	1
Volunteered to help Title I Project Teachers and teacher aides on a class trip	14
Helped my child with his/her homework	68
Acted as a chaperone at a school function	7
Attended group meetings to learn how to help my child with his/her homework	13
Other activities not listed here	10
Have not been involved in any school activities	26

The data presented in Table IV-32 offer some indication of the involvement in which the parents of Title I pupils in the Public Elementary School Component were engaged. It is evident that the greatest number of parents (68%) identified themselves as having helped their children with their homework, while the next largest number (36%) did attend PTA meetings. These findings suggest that the parents of the Title I pupils in the Public Elementary School Component are primarily concerned with directly assisting their children in their instructional treatment (homework), and supporting, to some extent, their respective schools by attending the PTA meetings.

Title I staff (principals, coordinators and teachers) and parents gave their estimates of the importance the individual school Title I Parent Councils held in relation to several specified activity areas. Each of these data sources, on the average, noted the following activity areas as being either "very important" or of "some importance" in terms of the work performed by these councils:

- Improving school-community relations
- Understanding the desires of the parents and utilizing this information to improve education for the children
- Planning and coordinating Title I activities
- Obtaining community involvement in Title I Programs
- Providing for community involvement in Title I Programs
- Helping parents to find assistance in the community
- Encouraging togetherness among parents, pupils and schools

Title I principals and coordinators were also asked to determine the extent to which they felt the Title I Parent Councils in their individual schools should be involved in the activities listed above. The consensus of opinion among these personnel was that the Title I Parent Councils should be involved in these activities to a great extent.

The Title I principals and coordinators were likewise requested to report the number of meetings their schools' Title I Parent Councils held this year. Ninety two percent (92%) of the principals and 90% of the coordinators reported that five or more meetings had been conducted in their schools. In addition, the majority of the principals noted they had personally attended five or more of these meetings, and 90% of the coordinators indicated a similar attendance record on their own part. The Title I project teachers, on the other hand, were less consistent in their attendance in that only 33% of them had participated in five or more Parent Council meetings in their schools.

In an attempt to elicit additional information from the parents of the Title I pupils about their involvement in and contact with the program, several questions were asked of them concerning their general feelings about parental involvement in Title I activities, and the dissemination procedures utilized in the program. Three fourths of the parents who completed questionnaires stated they had been informed as to the purpose of the program in their children's schools.

While various means of communication were used (e.g., Title I newsletter, community aides, mail, etc.) the majority of the parents reported that their chief source of information were their children who brought the information home. When questioned about parental involvement in general, 94% of the parents felt that parents should be actively involved in Title I activities.

1.9 PRE-KINDERGARTEN SECTOR

In order to provide evaluative data specific to the Title I Pre-kindergarten activities, questionnaires were administered to a sample of teachers and parents. The findings revealed from an analysis of the questionnaire data are discussed in the following paragraphs.

1.9.1 GENERAL PUPIL ACADEMIC/BEHAVIORAL PROGRESS

Project teachers who completed questionnaires about individual Title I Pre-kindergarten pupils were asked to indicate changes in the children's academic performance and general behavior during the school year as a result of the Title I treatment. Table IV-33 presents the collective responses of the teachers, in percentages, by pupil characteristic.

TABLE IV–33
TITLE I PRE-KINDERGARTEN PUPILS:
ACADEMIC/BEHAVIORAL CHANGES;
AS DETERMINED BY PROJECT TEACHERS

CHARACTERISTIC	RATING SCALE (In percentages) Great Improvement 1	Improvement 2	No Change 3	Worse 4
Attentiveness	29	42	28	1
Listening	24	47	29	–
Creativity	27	36	37	–
Attendance	14	31	50	5
Relationship with other children	21	49	29	–
Relationship with teachers	22	51	26	–
Amount of disruptive behavior	12	37	47	3
Understanding of oral instructions	18	45	35	2
Oral expression	27	42	29	1
Psycho-motor coordination	21	47	32	–
Independent work	25	35	36	3
Self-image	19	45	32	3

From the data contained in Table IV-33, it can be determined that, on the average, the project teachers judged that the Title I Pre-kindergarten pupils showned definite improvement in the various characteristics identified above.

The needs of the Title I Pre-kindergarten pupils were also explored via the Pupil Questionnaire (teacher answered). Twelve percent (12%) of the teachers reported that these pupils were in need of special education programs (speech therapy, retarded, etc.); three percent (3%) of the teachers saw a requirement for special health programs for the pupils; 11% felt the Title I Pre-kindergarten pupils for whom they completed questionnaires needed an expanded food program. Twenty five percent (25%) of the project teachers cited special cultural programs as a requirement for these pupils, and 4% saw a need for special bilingual programs.

The project teachers were asked whether or not they judged that the pupils about whom they were responding would be ready for kindergarten in the 1973-1974 school year. Eighty six percent (86%) of the teachers felt that the Title I pupils would be ready for kindergarten; 5% replied in the negative, and 10% reported they were undecided in their judgement.

A sample of the parents of the Title I Pre-kindergarten pupils were requested to answers questions about their children's general academic/behavioral progress during the school year. Their responses in percentages, are discussed below.

All (100%) of the parents in the sample felt their children enjoyed going to school. Ninety seven percent (97%) said their children's interest in school was evident in the fact that they regularly spoke about the things they were doing in school. Forty four percent (44%) of the parents judged their children were doing very well in their school work; another 44% reported their children were doing "good" work, and 13% said their children were doing "fair" work in school. Ninety two percent (92%) of the parents indicated that in their opinion their children were ready to enter Kindergarten next year; 3% replied in the negative, and 5% reported they were not sure whether their children were ready.

From the information provided by the project teachers and the parents of Title I Pre-kindergarten pupils, it is evident that the majority of these data sources (project teachers (86%), parents (92%)) felt the children for whom they were responding were prepared to enter Kindergarten in September, 1973.

The parents were also asked to answer several questions about the beneficial effects the Title I Program had on their children during the school year. Their responses, in percentages, are reported as follows:

QUESTION	YES	NO
	(In percentages)	
Do you think the Title I Program is helping children in your child's school?	100	—
Do you feel your child gets help from his/her Title I Project Teacher when he/she needs it?	97	3
Do you think the Title I Parent Council in your child's school is very effective?	100	—
Do you feel that your child has benefited from participating in the Title I Program?	99	1
Do you feel the Title I Program has helped your child to improve his/her speaking?	88	12

The above data reveal a very positive attitude on the part of the parents toward the Title I Program in general, as well as the effectiveness of the Title I Parent Council in their children's schools. This attitude indicates, in turn, the fact that the parents did feel their children were progressing in their academic performance as a result of their participation in the program.

Parents were also requested to estimate the degree of importance they felt the Title I Program should place upon certain areas of assistance in behalf of their children. These several areas were identified as follows:

- gain self-confidence
- act more obedient
- be proud of his/her background
- develop respect for the rights of others
- develop a respect for property and materials
- develop an ability to speak better

On the average, each area was considered to be "very important" by the parents who completed questionnaires. Obviously, the great majority of parents felt that the Title I Program should be designed to provide their children with assistance in areas related to behavioral progress as well as academic improvement.

1.9.2 TITLE I PUPIL SUPPORTIVE SERVICES

The parents were also given two questions dealing with Title I Supportive Services; the first question had to do with their children's needs, and the second question concerned the fulfillment of these needs. Tables IV-34 and IV-35 present their collective responses to these questions.

TABLE IV–34
TITLE I PUPIL SUPPORTIVE SERVICES
NEEDED: AS REPORTED BY PARENTS OF PRE-KINDERGARTEN PUPILS

SERVICES	YES (In percentages)	NO
Diagnosis of your child's educational needs	34	66
Psychological testing of your child's special problems or needs	25	75
Assistance with your child's personal and social adjustment	27	73
Referral to specialist or agency outside your child's school	15	85
Visitation(s) to your home by Title I Community aides	25	75
Physical, dental, eye or ear examinations	48	52
Medical or dental treatment	44	58
Physical therapy	19	81

Table IV-34 indicates that in the case of each pupil need identified, the majority of parents reported their children did not require the particular service associated with the individual need.

The data in Table IV-35 provides some indication of the Title I Pupil Supportive Services that were received by the Pre-kindergarten pupils during the school year. It would appear that the services rendered most frequently to these children were physical, dental, eye or ear examinations, assistance with their children's personal and social adjustments, medical or dental treatment, and the diagnoses of their children's educational needs.

1.9.3 PARENT/COMMUNITY INVOLVEMENT

In an effort to obtain data about parental/community involvement in the Title I Pre-kindergarten sector, a set of questions was inserted into the parent questionnaire which elicited information related to this aspect of the Title I Program.

The parents were initially requested to indicate whether or not they had been informed as to the purpose of the Title I Program in their chld's school, and, if so, how they were so informed. Eighty three percent (83%) of the parents reported they had been informed, and the majority (76%) of these parents said that this information had been supplied through their children.

TABLE IV–35
TITLE I PUPIL SUPPORTIVE SERVICES RECEIVED: AS REPORTED BY PARENTS OF PRE-KINDERGARTEN PUPILS

SERVICE	YES	NO
	(In percentages)	
Diangosis of your child's educational needs	29	71
Psychological testing of your child's special problems or needs	19	81
Assistance with your child's personal and social adjustment	31	69
Referral to specialist or agency outside your child's school	10	90
Visitation(s) to your home by Title I Community aides	17	83
Physical, dental, eye or ear examinations	36	64
Medical or dental treatment	30	70
Physical therapy	10	90

As to the types and kinds of activities in which the parents of Title I Pre-kindergarten pupils were involved during the 1972-1973 school year, the following data was collected:

ACTIVITIES	PARENTAL INVOLVEMENT (In percentages)
Individual conference with Title I teachers	20
Worked on Title I Parent Council	7
Attended meetings of the Title I Parent Council	28
Volunteered as a clerical assistant	5
Attended PTA Meetings	45
Volunteered to help in school library	2
Volunteered as a tutor	2
Other activities not listed here	18
Have not been involved in any school activities	32

The above data indicate that the greatest amount of parental involvement on the part of the Title I Pre-kindergarten parents lay in their attendance at PTA meetings and the Title I Parent Councils in their respective schools. While 18% stated they were involved in other activities not listed, it would appear that participation in "voluntary" individual activities was at a minimum.

Seventy six percent (76%) of the parents reported they were aware of the purpose of the Title I Parent Councils in their children's schools, but only 36% had talked about the Title I Program with any members of the school councils. Of those parents who indicated they had attended meetings of their Title I Parent Councils, 19% had participated in at least three meetings during the school year.

2.0 NON-PUBLIC ELEMENTARY SCHOOL COMPONENT

2.1 INTRODUCTION

Section IV, 2.0, addresses the evaluation findings and discussion of the 1972-1973 Regular School Year Title I Program conducted in the NON-PUBLIC ELEMENTARY SCHOOL COMPONENT. The readers of this report are reminded, therefore, that all discussion in 2.0 concerns only the Non-Public Elementary School Component of the Title I Program unless otherwise indicated.

2.2 SAMPLE CHARACTERISTICS

Evaluation data were collected from samples of the participants. The descriptions presented immediately below delineate the major characteristics of those participants who were included in the sample population.

PUPIL SAMPLE

Grades Kindergarten – Three

Forty nine percent (49%) were male, and 51% were female.

Twenty two percent (22%) were in Kindergarten; 26% were in grade one; 23%, grade two, and 20% were in grade three, while 8% were identified as ungraded.

Fifty two percent (52%) were Afro-American; 12%, Caucasian; 32%, Spanish-surnamed American, 1% were reported as Oriental, and 3% as "other".

Grades Four – Six

Fifty four percent (54%) were male, and 46% were female.

Forty one percent (41%) were in grade four; 36% were in grade five; 19%, grade six, and 5% were ungraded.

Sixty eight percent (68%) were born in the city of Newark, New Jersey. Twenty seven percent (27%) were born somewhere else in New Jersey; 10%, in a different state; 3%, in Puerto Rico.

Fifty nine percent (59%) were Afro-American; 14% were Caucasian; 24% were Spanish-surnamed American, and 2% were reported as "other."

PRINCIPAL SAMPLE

Twenty percent (20%) were male, and 80% were female. Forty percent (40%) were between 26 and 35 years of age; 40% were between 36 and 45 years of age, and 20% were over 55 years old.

Twenty percent (20%) described themselves as Afro-American, and 80% indicated they were Caucasian.

Eighty percent (80%) indicated they lived in the attendance area of their respective schools, and 20% stated they lived outside of the Newark School District.

PROJECT COORDINATOR SAMPLE

Thirty six percent (36%) were male, and 64% were female. Thirty six percent (36%) were between 26-35 years of age; 45%, between 36-45 years; 9%, between 46-55 years, and 9% were over 55 years old.

Thirty six percent (36%) were Afro-American, and 64% indicated they were Caucasian.

Sixty four percent (64%) reported they lived in the attendance area of the school to which they were assigned. Twenty seven percent (27%) stated they lived in another part of the Newark School District, and 9% said they lived outside the Newark School District.

Eighteen percent (18%) have been teachers between one and five years; 9%, between six and ten years; 9%, between 11-15 years; 27%, between 16-20 years; 18%, between 21-25 years and 18% have been teachers 26 years or more.

Forty five percent (45%) have taught in the Newark School District between one and five years; 27%, between six and ten years, 18%, between 11-15 years, and 9% have taught in the Newark School District 26 years or more.

Nine percent (9%) have held their present positions as project coordinators for only the current school year. Fifty five percent (55%) have held their present positions for two years; 18%, for three years, and 18% have been project coordinators for five years.

Eighteen percent (18%) reported they have taken between one and ten semester hours of graduate work; 18% have taken between 11-20 hours; 9%, between 21-30 hours; 18%, between 31-40 hours; 27%, between 41-50 hours and 9% have taken more than 60 semester hours of graduate work.

PROJECT TEACHER SAMPLE

Eight percent (8%) were male, and 92% were female.

Forty two percent (42%) reported they were between 20-25 years of age; 33%, between 26-35 years of age; 17%, between 36-45 years, and 8%, between 46-55 years.

Eight percent (8%) stated they were American Indian; 17% reported they were Afro-American, and 75% stated they were Caucasian.

Thirty three percent (33%) stated they lived in the attendance area of the schools to which they were assigned; 8% said they lived in another part of the Newark School District, and 58% reported they lived outside the Newark School District.

Sixty seven percent (67%) have been teachers between one and five years; 8%, between 11-15 years; 8%, between 16-20 years, and 8%, between 21-25 years.

Ninety two percent (92%) have taught in the Newark School District between one and five years, and 8%, between 11-15 years.

Eighty three percent (83%) have taught in their current school between one and five years, and 8%, between 11-15 years.

Fifty percent (50%) have been Title I Project Teachers in Newark for one year; 33%, for two years, and 18%, three years.

Seventeen percent (17%) have taken no semester hours of graduate work; 33% have taken between one and ten hours; 17%, between 31-40 hours; 17%, between 41-50 hours; 8%, between 51-60 hours, and 8% have taken more than 60 semester hours of graduate work.

TEACHER AIDE SAMPLE

All (100%) were female.

Thirteen percent (13%) were between 17-25 years of age. Forty four percent (44%) reported they were between 26-35 years old; 19%, between 36-45 years of age, and 25%, between 46-55 years of age.

Fifty six percent (56%) identified themselves as Afro-American; 31%, Caucasian, and 13% were Spanish-surnamed American.

Eighty one percent (81%) reported they lived in the attendance area of the school to which they were assigned, and 19% stated they lived in another part of the Newark School District.

Thirty eight percent (38%) said they had been teacher aides for two years; 51% stated they had been teacher aides three years; 13%, four years, and 19% reported they had been teacher aides for six years.

COMMUNITY AIDE SAMPLE

All (100%) were female.

Thirty six percent (36%) were between the ages of 26-35 years; 27%, between 36-45 years, and 36% were between 46-55 years of age.

Sixty four percent (64%) were Afro-American; 18%, Caucasian; 9%, Spanish-surnamed American, and 9% reported themselves as "other".

Eighty two percent (82%) indicated they lived in the attendance area of the schools to which they were assigned, and 19% stated they lived in another part of the Newark School District.

Nine percent (9%) reported they were in their first year as community aides. Fifty five percent (55%) were in their second year, and 36% were completing their third year as community aides.

2.3 IMPROVEMENT OF READING ACHIEVEMENT

Evaluative data on the improvement of reading achievement were collected by means of survey instruments (questionnaires), testing programs and classroom observations. The findings from an analysis of these data are presented below.

Indicative of the positive attitudes Title I pupils have toward their reading improvement because of the extra instruction is the fact that 89% of the sampled pupils in grades four and above reported they felt their reading has improved as a result of the Title I reading intervention. Teachers who completed questionnaires about Title I pupils (Kindergarten through grade three) were similarly positive in their responses regarding reading improvement by pupils involved in the extra reading instructions. Ninety four percent (94%) of the teachers judged that the pupils' ability to read had improved. Ninety five percent (95%) of the teachers likewise estimated that the extra reading classes had given the pupils more confidence in their ability to read. Supporting this estimate is the additional fact that 93% of the teachers felt the pupils appeared to enjoy their reading activities.

These same teachers were also asked about the changes that had occurred during the year in the academic performance of the Title I pupils for whom they were completing questionnaires. The reading proficiency of pupils was one of the items the teachers were requested to rate on a scale of four ranging from one equals "great improvement" to four equals "change for the worse." The teachers, on the average, rated the pupils' reading proficiency as "improved" (1.9).

The attitudes of the Title I pupils who completed their own questionnaires were explored still further by a set of questions designed to elicit their feelings and opinions about reading activities in general. They were asked to indicate if they like to read more now than before they received the extra reading instructions. Ninety eight percent (98%) replied that they did. In addition, 94% felt it was of importance for them to read well, and 91% indicated they liked to take books home from the school library. Only 12% of the children ventured to say they would drop out of the extra reading instructions if they could.

In an effort to widen the data base about Title I pupils' reading improvement, parents were asked to indicate how they felt about their childrens' reading abilities. Seventy five percent (75%) of the parents said they were of the mind that their children should be reading better than they were at the present time. Twenty five percent (25%) reported they were of the opinion that their children were currently reading as well as could be expected.

Parents of Title I pupils were also provided the opportunity to react to several questions related to their childrens' attitudes toward reading outside of school, e.g., in the home. Sixty nine percent (69%) of the parents reported their children liked to read at home, and 37% indicated their children brought home more library books than in previous years.

Principals and project coordinators rated the contribution they felt the Title I reading intervention was making toward the overall success of the program in their respective schools. It can be inferred that to the extent they saw the reading intervention as contributing to the program's success, to a similar extent, it generally contributed to the participating pupils' reading improvement. All the principals (100%) and 73% of the project coordinators estimated that the Title I reading intervention activities contributed very much to the success of the program in their schools. The remaining twenty seven percent (27%) of the project coordinators indicated that these activities provided "much" contribution to the Title I Program in the individual schools.

The findings presented in the preceding paragraphs regarding Title I reading improvement provide the following conclusions:

1. Title I administrative and instructional personnel, as well as Title I pupils who were included in the questionnaire sample generally felt there had been much improvement in the pupils' reading achievement as a result of the Title I reading intervention activities. In addition, these respondents also indicated the Title I pupils evidenced constructive and positive attitudes about themselves in relation to their reading achievements and their school environment. It is interesting to note, in support of this conclusion, that 91% of the Title I pupils declared they had no desire to leave school at the present time.

   The significance of the above conclusion may very well lie in the fact that these school personnel and pupils exhibited, for the most part, attitudes and opinions about the Title I Program in the Newark School District that can be considered essential to the success of any instructional program of this nature; *i.e., the healthy presence of positive motivation toward the learning effort on the part of the participants.*

2. The majority of parents who completed questionnaires obviously felt their children should have been reading better than they were. This is not to infer, however, that these parents denied the beneficial effects of the Title I Program in helping their children to improve in reading, for 89% of these parents reported that the program did indeed help, and 93% felt the program had generally benefited their children. In addition, 82% of these parents indicated the Title I Program had helped to improve their children's attitude toward school itself.

> From these findings it can be inferred that while the majority of parents felt their children should be reading better, they were pleased with the efforts being made through Title I to provide their youngsters with supplementary instructional assistance.

In the 1972-1973 Title I Program greater emphasis than in previous years was placed on providing supplementary reading instructions to identified Title I pupils in Kindergarten through grade three. In an attempt to elicit participant reaction to the revised reading objectives for these grades, teachers who completed questionnaires about Title I pupils were asked to indicate whether or not they felt the specific objective applicable to the particular grade level of the individual pupils for whom they were responding was possible of achievement. (The readers of this report are referred to Section II, PROGRAM DESCRIPTION, for the specific statements of these objectives.)

Seventy eight percent (78%) of the teachers judged that the *kindergarten pupils* about whom they were completing questionnaires would demonstrate they were ready to read in May, 1973, and 22% replied negatively.

Seventy three percent (73%) of the teachers estimated that the Title I pupils in *grades one and two* who were receiving reading intervention would perform at or above grade level when measured in May, 1973, while 65% of the teachers indicated that pupils *in grade three* would demonstrate mean grade equivalent increases in reading of at least seven months (0.7) when tested in May, 1973 compared to their October, 1972 scores.

Title I project coordinators and teachers were also requested to estimate the degree of importance they placed upon the need for further revision of the 1972-1973 program objectives which related to reading improvement.

Thirty percent (30%) of the coordinators and 33% of the project teachers placed great importance on the need for further revision. Seventy percent (70%) of the coordinators and 50% of the teachers placed some importance on this specific need, while 16% of the teachers rated this need as being of little or no importance.

In responding to an additional question related to these same objectives, which elicited the amount of assistance they felt the revisions and modifications of the 1972-1973 objectives gave them, 27% of the coordinators and 38% of the project teachers reported they had found the revised program objectives to have been of great assistance to them in their Title I responsibilities. Twenty seven percent (27%) of the coordinators and 38% of the teachers indicated "some" assistance, while 36% of the coordinators and none of the teachers stated they had found little assistance in these revisions. Nine percent (9%) of the coordinators and 25% of the teachers were entirely negative in their responses; they felt they had not benefited at all from the revised 1972-1973 program objectives.

From the data presented above it can be determined that both the project coordinators and the teachers, on the average, judged that the 1972-1973 revised program objectives were of some assistance to them, and the further revision of these objectives was of importance to their own Title I activities.

Project teachers identified the types and kinds of reading materials, methods, and programs they were utilizing during the school year in their Title I instructional activities. In addition, they indicated the value they personally placed upon these instructional aids. Their responses are discussed below.

Table IV-36 delineates the results of this particular survey item, in percentages of project teachers responding, by specific reading materials, methods and programs.

TABLE IV–36
IDENTIFICATION OF READING MATERIALS, METHODS, PROGRAMS: BY PROJECT TEACHERS

TYPES OF READING MATERIALS, METHODS, PROGRAMS	TEACHER RESPONSES IN PERCENTAGES
Ginn Basic Readers	42
Scott Foresman	67
Bank Street Readers	75
I. T. A. (Initial Teaching Alphabet)	8
Developmental Reading Program for Visual Motor Perception (Frostig)	17
Distar (SRA)	42
Readers Digest – New Skill Builders Series	92
EDL Reading Laboratories	67
Other Materials, methods, programs	100

A reading of Table IV-36 obviously indicates that the project teachers made widespread use of a variety of reading materials, methods and programs, *thus providing a multi-disciplinary approach in their instructional activities.* This finding supports the educational concept of tailoring the treatment as much as possible to the individual needs of the pupil. It is evident that this concept was realized in practice by many of the project teachers.

In terms of the value of the project teachers placed upon these various instructional aids, Table IV-37 presents their ratings in percentages.

From the data presented in Table IV-37 it can be determined that the project teachers, on the average, placed great value on the majority of the reading materials, methods, and programs they utilized in their instructional activities. It can likewise be said that those teachers who made use of the *I.T.A. (Initial Teaching Alphabet)* and the *Developmental Reading Program for Visual Motor Perception (Frostig)*, on the average, apparently placed very great value upon these particular aids. In addition, the large majority of those project teachers who elected to use other materials, methods, and programs reported they also placed a great deal of value upon these individual aids.

Within the parochial school systems of Newark, New Jersey, the policy of pretesting and post testing pupils with standardized achievement test is operative. Metropolitan Achievement Tests were therefore completed by all pupils in Title I eligible schools in both October, 1972 and May, 1973. The non-public elementary pupils were administered the 1958 edition tests while the public elementary pupils were administered the 1970 edition tests.

In sub-section 1.3 (Public Elementary School Component: Improvement of Reading Achievement) the concept of grade equivalent is explained. It is likewise highlighted in that section that the emphasis of test score analysis in this report is on gains achieved during the testing period.

TABLE IV–37
READING MATERIALS, METHODS, PROGRAMS: VALUE RATINGS BY PROJECT TEACHERS

TYPES OF READING MATERIALS, METHODS, PROGRAMS	VALUE (In percentages)				
	Very Great	Great	Some	Little	None
Ginn Basic Readers	60	–	40	–	–
Scott Foresman	75	13	13	–	–
Bank Street Readers	56	22	11	11	–
I.T.A. (Initial Teaching Alphabet)	100	–	– –	–	–
Developmental Reading Program for Visual Motor Perception (Frostig)	100	–	–	–	–
Distar (SRA)	40	60	–	–	–
Readers Digest – New Skill Builders Series	18	45	36	–	–
EDL Reading Laboratories	57	14	14	14	–
Other materials, methods, programs	67	25	8	–	–

Comparative Analysis of Title I Pupils with Non-Title I Pupils

Metropolitan Achievement Tests were administered in October, 1972 to Title I pupils in the eleven non-public elementary schools providing Title I activities. Ten of these schools likewise tested their non-Title I pupils and provided the scores of these pupils to CTC. This information coupled with the testing information on the Title I pupils furnished the data for a comparative presentation of the Title I pupils and non-Title I pupils in ten of the eleven non-public elementary schools for the pretest in October, 1972. Table IV-38 is a copy of the table appearing in the Newark School District Interim Title I Evaluation Report.

TABLE IV–38
TOTAL READING GRADE EQUIVALENT COMPARISONS
TITLE I/NON-TITLE I PUBLIC ELEMENTARY PUPILS
METROPOLITAN ACHIEVEMENT TEST – OCTOBER, 1972

Grade	N_1	Title I Mean G.E.	N_2	Non Title I Pupils Mean G.E.	Difference Between Title I and Non-Title I
2	261	1.7	159	2.5	-0.8
3	274	2.4	161	3.4	-1.0
4	210	3.0	174	4.1	-1.1
5	171	3.7	202	5.2	-1.5
6	105	3.8	240		-2.2

Metropolitan Achievement Tests were again administered to non-public elementary school pupils in the eleven schools providing Title I activities, in May, 1973. All of these schools submitted the scores of their non-Title I pupils as well. This information permitted a comparative presentation of the Title I and non-Title I pupil scores to be registered in Table IV-39.

TABLE IV–39
TOTAL READING GRADE EQUIVALENT COMPARISONS
TITLE I – NON-TITLE I NON-PUBLIC ELEMENTARY PUPILS
METROPOLITAN ACHIEVEMENT TEST – MAY, 1973.

Grade	N_1	Title I Mean G.E.	N_2	Non-Title I Mean G.E.	Difference Between Title I and Non-Title I
1*	287	1.8	167	2.1	-0.3
2	245	2.5	149	3.3	-0.8
3	262	3.1	155	3.9	-0.8
4	218	3.6	189	4.7	-1.1
5	163	4.2	227	5.8	-1.6
6	119	4.9	256	6.8	-1.9

*Title I grade 1 pupil scores were submitted as G.E.

The results shown in Table IV-38 and IV-39 for Title I pupils included both reading intervention and non-reading intervention pupils. Comparison of the pretest and post test results of the Title I and non-Title I non-public elementary pupils showed that Title I pupils advance more than non-Title I pupils in grades 3 and 6. The advance of 2nd and 4th grade Title I pupils was equivalent to that of the non-Title I pupils. Grade 5 Title I pupils fell slightly behind Non-Title I pupils. The actual gains for the non-public elementary component are illustrated in Table IV-40 and Figure IV-2 and the comparison by school appears in Appendix 4A.

TABLE IV–40
READING GAINS
TITLE I – NON-TITLE I NON-PUBLIC ELEMENTARY PUPILS
METROPOLITAN ACHIEVEMENT TEST
Pretest 10/72 – Post test 5/73

Grade	Non-Title I Gain G.E.	Title I Gain G.E.	Title I Gain Beyond Non-Title I
2	+0.8	+0.8	0.0
3	+0.5	+0.7	+0.2
4	+0.6	+0.6	0.0
5	+0.6	+0.6	-0.1
6	+0.8	+1.1	+0.3

The gains recorded by the Title I pupils in the non-public schools were on the average equivalent to their non-Title I classmates. Such gains imply significant educational advances for these pupils who by definition were chosen to participate in the Title I Program because of their status placing them behind their non-Title I classmates. The Title I pupils still have not reached their expected grade level but have revealed in the past year a rate of growth on the average equivalent to pupils not chosen for Title I participation.

Grade 1 pupils were pretested in October with the Metropolitan Readiness Test. One can not talk about a gain between the readiness pretest and the Primer post test taken by Title I first grade pupils. A presentation of data on non-Title I pupils was not available for comparison of Title I versus non-Title I pupils. The first grade non-public pupils in the City of Newark, however, completed the Metropolitan Achievement Test Primer Series as their post test. Standard scores were extrapolated to grade equivalents and the results showed the Title I non-public pupils registered 1.8 G.E. in total reading and the non-Title I non-public pupils in participating Title I schools registered 2.1 G.E. in total reading. The 454 Title I pupils, are thus shown to presently be 0.3 G.E. behind in total reading level when compared with non-Title I classmates.

In summary, the comparative analyses based on standardized test data point to an overwhelming impact by the Title I intervention upon the reading progress of pupils in the non-public elementary grades.

Reading Readiness Kindergarten

Title I pupils in kindergarten were given the Metropolitan Reading Readiness Test in May, 1973. The Metropolitan Reading Readiness Test classified the results of the tests into five (5) main categories. The letter rating and status are as follows: A – Superior: B – High Normal : C – Average: D – Low Normal: E – Low. More revealing, however, is the significance of these ratings in terms of their reflection of pupil preparedness for first grade.

The letter A signifies that a pupil is apparently very well prepared for first grade level. The letter B signifies that the pupil is exhibiting good prospects for success in first grade work if factors such as health, emotions, etc., remain consistent. The letter C signifies that the pupil is likely to succeed in first grade work. For the pupil receiving a rating C, a careful study should be made of his/her specific strengths and weaknesses and instruction should be planned in light of these strengths and weaknesses. The letter D signifies that the pupil is likely to have difficulty in first grade work. This pupil should be assigned to a slow section and given more individualized help. The letter E signifies that this pupil has a high probability of undergoing difficulties under ordinary instructional conditions. For him/her, further readiness work, assignment to slow sections and individualized work is essential.

In Appendix IB, the number of Title I pupils by school (code number) were listed according to this letter ranking. Likewise the comparison was made in Table IV-41 and IV-42 of numbers and percentages of Title I pupils falling into each category versus the percentage according to national norms. This comparison with national norms, shows that these educationally disadvantaged pupils who have participated in the Title I Program during the past year, now reflect a spread of classification levels nearly identical to the *normal* distribution of classification levels. Thus the objective measuring device, i.e., the Metropolitan Reading Readiness Test, implies that this group of kindergarten pupils formerly disadvantaged now have a distribution of scores which indicate that the group as a whole falls into the acceptable pattern for a normal group of pupils entering grade 1.

TABLE IV–41
COMPOSITE CLASSIFICATION LEVELS BY NUMBERS
TITLE I NON-PUBLIC PUPILS – GRADE K
METROPOLITAN READING READINESS TEST – MAY, 1973
CLASSIFICATION LEVEL

N	A	B	C	D	E
240	16	66	92	52	14

TABLE IV–42
COMPOSITE CLASSIFICATION LEVELS BY PERCENTAGES
TITLE I NON-PUBLIC PUPILS – GRADE K
METROPOLITAN READING READINESS TEST – MAY, 1973
CLASSIFICATION LEVEL

Norm	N	A	B	C	D	E
National		7%	24%	38%	24%	7%
Local	240	7%	28%	38%	22%	6%

Table IV-42 shows that only 22% of the Kindergarten pupils are likely to have difficulty unless they are given special help. A mere 6% of the pupils have a high probability of undergoing difficulty in first grade and can be considered to have exhibited reasonable evidence that they are not ready to read.

The Performance Objective stated for Kindergarten was: At least 80% of the participating (Kindergarten) students will demonstrate that they are ready to read when measured by the Metropolitan Reading Readiness Test administered in May, 1973.

Approximating a need for more reading readiness with a score equivalent to the letter grade E, results, as shown in Table IV-43, in the conclusion that the objective was not only met but surpassed by 14% of the pupils in the Title I Kindergarten Component.

TABLE IV–43
NUMBER AND PERCENTAGE OF PUPILS ACHIEVING OBJECTIVE
TITLE I NON-PUBLIC PUPILS – GRADE K
METROPOLITAN READING READINESS TEST – MAY, 1973

No. of K Pupils Tested	No. of Pupils with score ⩾D	% of Pupils with score ⩾D	% of Pupils to score ⩾D by Objective
240	226	94%	80%

Non-Public Elementary Grades 1-6

All Non-Public elementary (1-6) pupils identified by project coordinators as Reading Intervention pupils were established in a longitudinal study. (Confer Appendix 7A) Post test results submitted by project coordinators were then recorded on the longitudinal study and there identified reading intervention pupils with pretest and post test scores were those used as the sample basis for investigation of performance objectives and for Table IV-44.

Table IV-44 establishes the mean grade equivalents of pretest and post test scores for all the aforementioned intervention pupils and indicates the numbers and percentages of these pupils who met the objectives, detailed in following paragraphs.

TABLE IV–44
TOTAL READING
TITLE I NON-PUBLIC ELEMENTARY PUPILS – READING INTERVENTION
METROPOLITAN ACHIEVEMENT TEST – OCTOBER, 1972 – MAY, 1973

Grade	N*	Pretest Mean G.E.	Post test Mean G.E.	Gain Mean G.E.	N≥ Objective	N< Objective
1	123	–**	1.7	–	44	91
2	115	1.7	2.4	+0.7	24	91
3	127	2.3	3.0	+0.7	61	66
4	88	2.9	3.5	+0.6	46	42
5	65	3.4	3.9	+0.5	29	36
6	35	4.0	5.3	+1.3	28	7
Total	553					

*Only those identified as taking both pretest and post test included.
**Metropolitan Reading Readiness Test was given as a pretest.

The Newark Title I Program established particular performance objectives for various grade levels to which Title I support was offered. The emphasis in the Newark Title I Program has been on improvement of reading. Performance objectives for all grades dealt with those pupils who had been recipients of direct reading interventions.

Each performance objective is stated in the following pages prior to the table which details the results gathered from the test data. A statement based on the respective tables summarizes the conclusions concerning each performance objective.

Performance Objective

In grades 1 and 2, participating Title I pupils receiving reading intervention will perform at or above grade level in reading comprehension and work knowledge when measured by the Metropolitan Achievement Test in May, 1973.

TABLE IV–45
TOTAL READING
READING INTERVENTION NON-PUBLIC COMPONENT – GRADE 1
MEAN GRADE EQUIVALENTS, NUMBER MEETING OBJECTIVE
METROPOLITAN ACHIEVEMENT TEST – PRIMER
Post test 5/73

Grade	N	Grade Equivalent Mean*	N ≥1.8 G.E.	N <1.8 G.E.
1	123	1.7	44	79

*Grade equivalents were submitted.

TABLE IV–46
TOTAL READING
READING INTERVENTION NON-PUBLIC COMPONENT – GRADE 2
MEAN GRADE EQUIVALENTS, NUMBER MEETING OBJECTIVE
METROPOLITAN ACHIEVEMENT TEST
Post test 5/73

Grade	N	Grade Equivalent Mean	N ≥ 2.8 G.E.	N <2.8 G.E.
2	115	2.4	24	91

The performance objectives stated for grade 1 and 2 pupils is based on the national norm and that norm of 1.8 and 2.8 grade equivalents was established as the proper grade level to which Title I pupils would be compared. The average grade level of non-Title I non-public pupils in the Newark school system in the two grades was 2.1 G.E. and 3.3 G.E. respectively. In light of the discussion of the national norm grade equivalent in sub-section 1.3, it is surprising that many of the Title I pupils in first and second grade of the non-public school system actually registered scores equal to the national expected grade equivalent. The objective for these two grades was not met, but was closely approximated in these two grades.

Performance Objective:

In Grade 3, participating Title I pupils receiving reading intervention will demonstrate mean grade equivalent gains of at least 7 months (0.7) when measured by the Metropolitan Achievement Test in May, 1973.

TABLE IV–47
TOTAL READING
READING INTERVENTION NON-PUBLIC COMPONENT – GRADE 3
MEAN GRADE EQUIVALENTS DIFFERENCE, NUMBER MEETING OBJECTIVE
METROPOLITAN ACHIEVEMENT TEST
Pretest 10/72 – Post test 5/73

Grade	N*	Pretest Mean G.E.	Post test Mean G.E.	Difference Mean G.E.	Month Participation	N>0.7	N∠0.7
3	127	2.3	3.0	+0.7	7	61	66

*Only Reading Intervention pupils identified as taking both pretest and post test are included.

The norm of seven months advance as a mean grade equivalent gain for third grade pupils was achieved. Forty eight percent of the reading intervention pupils did achieve this objective and the average mean grade equivalent gain was seven months (0.7 G.E.).

Performance Objective:

In grades 4, 5 and 6 participating Title I pupils receiving reading intervention will demonstrate mean grade equivalent gains of at least 6 months (0.6) when measured by the Metropolitan Achievement Test in May, 1973.

For the 88 identified pupils in grade 4, the proposed objective of an average gain of 0.6 G.E. was met and 52% of these pupils actually met or surpassed that gain. For the 65 identified pupils in grade 5, the proposed objective of an average gain of 0.6 G.E. was not met since the actual average gain was 0.5 G.E. Forty five percent of the pupils, however, did achieve or surpass that goal. The 35 identified grade six pupils registered an average gain of 1.3 G.E. which surpassed the stated objective.

TABLE IV–48
TOTAL READING
READING INTERVENTION NON-PUBLIC COMPONENT GRADE 4, 5 AND 6
MEAN GRADE EQUIVALENTS, DIFFERENCES AND NUMBER MEETING OBJECTIVE
METROPOLITAN ACHIEVEMENT TEST
Pretest 10/72 – Post test 5/73

Grade	N*	Pretest Mean G.E.	Post test Mean G.E.	Difference Mean G.E.	Month Participation	N≥0.6	N∠0.6
4	88	2.9	3.5	+0.6	7	46	42
5	65	3.4	3.9	+0.5	7	29	36
6	35	4.0	5.3	+1.3	7	28	7

*Only Reading Intervention pupils identified as taking both pretest and post test are included.

In analyzing the results of the performance objectives, one must keep in mind that the Title I Reading Intervention pupils who were measured by these objectives were those Title I participants who were identified as being most in need of reading help. The Title I pupils chosen for participation were behind the non-Title I pupils in reading level and the Title I Reading Intervention pupils were themselves at a lower reading level than their Title I classmates. Although the performance objectives were not met by grades 2 and 5 the analysis of Reading Intervention Title I pupils versus non reading Intervention Title I pupils points out that the performance of these pupils in terms of their reading gains was beyond that which would be expected for a group with their initial disadvantage.

Comparative Analysis of Reading Intervention with Non-Reading Intervention

Project Coordinators for the non-public schools were requested to indicate which of the Title I pupils received special reading intervention. Such identification supplied the information needed to make a comparison of the reading intervention Title I pupils with the non-reading intervention Title I pupils. Table IV-49 portrays the comparison across the non-public elementary schools for the pretest as reported in the Interim Report. The indication from the mean grade equivalents was that those pupils selected to receive special reading intervention did on the average have a greater need for improvement in reading. In grade 6, however, the evidence from the test scores did not support the premise that these pupils chosen for Title I reading intervention were selected on the basis of need; a review of the process for selection of Title I reading intervention in these grades is recommended.

TABLE IV–49
TITLE I NON-PUBLIC ELEMENTARY PUPILS
READING – NON-READING INTERVENTION
METROPOLITAN ACHIEVEMENT TEST – OCTOBER, 1972

Grade	N	Non-Reading Intervention Mean G.E.	N	Reading Intervention Mean G.E.	Difference
2	170	1.8	91	1.6	−0.2
3	167	2.4	107	2.3	−0.1
4	120	3.1	90	2.9	−0.2
5	102	3.8	69	3.5	−0.3
6	69	3.7	36	4.0	+0.3

Based on the information recorded in Table IV-49 (Title I Non-Public Elementary Pupils – Reading Intervention) a comparison similar to that made for the Interim Title I Evaluation report was calculated for the May, 1973 test and appears in Table IV-50.

TABLE IV–50
TITLE I NON-PUBLIC ELEMENTARY PUPILS
READING – NON-READING INTERVENTION
METROPOLITAN ACHIEVEMENT TEST – MAY, 1973

Grade	N	Non-Reading Intervention Mean G.E.	N	Reading Intervention Mean G.E.	Difference
2	130	2.6	115	2.4	−0.2
3	135	3.2	127	3.0	−0.2
4	130	3.7	88	3.5	−0.2
5	98	4.4	65	3.9	−0.5
6	84	4.7	35	5.3	+0.6

Comparison of the pretest Table IV-49 and the post test Table IV-50 results of the Title I reading interventions and non-reading intervention public elementary pupils shows that on the average the reading intervention pupils did not quite make gains comparable to the non-reading intervention pupils. Table IV-51 details these gains. The fact that the pupils chosen for reading intervention were behind the non-reading intervention pupils in October and have not on the average fallen any further behind is encouraging since it would be expected that these pupils left to themselves would fall further behind.

TABLE IV–51
READING INTERVENTION – NON-READING INTERVENTION
TITLE I NON-PUBLIC ELEMENTARY PUPILS
TOTAL READING GAINS
METROPOLITAN ACHIEVEMENT TEST
Pretest 10/72 – Post test 5/73

Grade	Non-Reading Intervention Gain G.E.	Reading Intervention Gain G.E.	Reading Intervention Beyond Non-Reading
2	+0.8	+0.7	−0.1
3	+0.8	+0.7	−0.1
4	+0.6	+0.6	0.0
5	+0.6	+0.5	−0.1
6	+1.0	+1.3	+0.3

2.4 GENERAL PUPIL ACADEMIC/BEHAVIORAL PROGRESS

The participants involved in the questionnaire survey were asked a series of questions concerning Title I pupil progress in academic areas related to reading, as well as areas dealing with general behavioral changes. The responses of the Non-Public Elementary School Component participants are summarized in the following paragraphs.

Seventy five percent (75%) of the Title I pupils reported they had paid better attention in class this year. Eighty three percent (83%) said they liked to read more; 72% of the pupils felt they understood their teachers better, and 83% said they came to school more often. In addition, 83% of the pupils claimed they did their homework more often, and 54% indicated they asked questions in class more frequently this year.

Ninety nine percent (99%) of the Title I pupils reported they were interested in getting good grades in school.

Seventy one percent (71%) of the pupils stated they considered themselves important members of their families; 5% replied in the negative, and 24% said they were not sure. As for being important members of their class, 42% of the youngsters reported they were uncertain; 42% felt they were important members, and 12% of them responded that they were not.

The general feeling of the Title I pupils regarding their overall academic work is reflected in their responses to the question, "How do you feel you are doing in your school work?" Twenty three percent (23%) reported they were doing "very good", and 39% indicated they were "doing good." Thirty six percent (36%) said they were making fair progress, while 3% stated they were doing poorly.

Several other questions were asked of these pupils dealing with the rapport they felt they had with their parents. The Title I pupil responses to these questions are reported as follows: 75% said they did talk over their problems with their parents; 25% replied in the negative. Eighty three percent (83%) of the pupils felt their parents did help them with their problems, while 17% were either not sure or said no.

Twenty two percent (22%) of these same pupils reported that their parents were quite faithful in visiting their schools; 52%, however, wished their parents would come to the school more often, and 26% felt they did not want their parents to visit their schools more often.

The academic/behavioral changes of the Title I pupils in grades kindergarten through three were explored via the Pupil Questionnaire (Teacher Answered). Teachers who completed these instruments were directed to respond to several questions related to these areas.

Their responses are presented immediately below. Teachers were asked to indicate the changes in the pupils' academic performance and behavior during the school year as a result of the Title I treatment. Table IV-52 delineates the reactions of the teachers, in percentages, to a list of pupil characteristics, in terms of estimated degrees of change.

From Table IV-52 it is apparent that the large majority of teachers saw either great improvement or at least "some" improvement in the above listed characteristics of the Title I pupils for whom they completed questionnaires. It can be stated, therefore, that, on the average, the teachers who responded to this question felt the pupils in kindergarten through grade three had evidenced academic/behavioral improvement as a result of the Title I treatment during the 1972-1973 school year.

In an attempt to identify the needs of these same pupils from the teacher's perspective, an additional question was inserted in the Pupil Questionnaire (Teacher Answered) that addressed the extent to which teachers felt the pupils required certain specific programs. Table IV-53 presents the responses of the teachers, in percentages, to a list of programs needed by the pupils whom they were describing.

Table IV-53 reveals the following findings. The majority of the teachers estimated that the Title I pupils in Kindergarten through grade three were definitely in need of special reading programs. Eighty eight percent (88%) of these teachers, however, saw little or no requirement for special education programs (speech therapy, retarded, social and emotional maladjustment) for these pupils. Only 12% indicated either a very great or great need for special health programs in behalf of these pupils. In regard to the provision for special language arts programs, the teachers, on the average, estimated there was some need. Obviously, the large majority of teachers felt there was little or no requirement for special psychological/counseling programs for pupils at those grade levels. Equally evident is the fact that, on the average, they considered the need for special bilingual programs to be minimal.

TABLE IV–52
TITLE I PUPIL ACADEMIC/BEHAVIORAL CHANGES: AS REPORTED BY TEACHERS

CHARACTERISTICS (Areas of Change)	DEGREE OF CHANGE (In percentages)			
	Great Improvement 1	Improvement 2	No Change 3	Change for the Worse 4
Understanding of oral instructions	19	69	12	–
Understanding of written instruction	15	56	27	1
Attendance	13	32	53	3
Oral expression	15	56	28	–
Responsibility in completing class assignment	14	51	33	2
Behavior in class	13	47	36	4
Interest in English (Language arts)	14	65	22	–
Pupil's self-image	20	59	20	–
Writing ability	13	55	30	2
Vocabulary identification	13	67	19	1
Vocabulary usage	13	61	26	–
Pronunciation	12	64	24	–
Spelling	12	70	17	–
Story Telling	14	52	33	–
Interest in Reading	21	69	10	–

Again, in terms of needs, the teachers were directed to identify which level of reading materials would be most appropriate for the sampled pupils in the next school year. Nine percent (9%) of the teachers selected materials that are at grade level or more above in difficulty; 41% selected materials that are at grade level in difficulty; 23% identified materials at half grade level below in difficulty, and 20% felt materials that are a grade level or more below in difficulty were most appropriate for the Title I pupils in Kindergarten through grade three. The remaining teachers (7%) judged that none of the above alternatives were applicable to the pupils for whom they were responding.

Parents of Title I pupils were also considered in the overall effort to collect data about the general academic/behavioral progress of the Title I pupils. They were asked, therefore, to react to a set of questions related to these areas. Their responses are discussed below.

TABLE IV–53
TITLE I PUPIL NEEDS:
AS REPORTED BY TEACHERS

	EXTENT NEEDED (In percentages)			
PROGRAM(S)	**Very Much 1**	**Much 2**	**Little 3**	**Not Needed 4**
Special reading	22	32	27	19
Special education program (speech therapy, retarded, social and emotional maladjustment	16	6	19	69
Special health program	4	8	22	66
Special language arts program	14	28	21	36
Special psychological/counseling program	3	7	20	71
Special bilingual program	4	9	12	75

Initially, they were asked how they thought their children felt they themselves were doing in school this year. Fourteen percent (14%) of the parents reported that they thought their children were quite pleased with their own progress; 49% indicated their children felt they were doing "good," while 33% stated "fair," and 4% of the parents thought their children considered themselves to be doing rather poorly. The majority of parents were of the mind that their children displayed healthy and positive attitudes toward their general progress in school this year.

This conclusion is supported by the vast majority of parents (99%) who responded positively to the question: "Do you feel your child wants to get good grades?". In addition, 92% of the parents said their children liked most things about school.

The parents were also directed to provide some indication as to how they saw their children's general academic progress. Sixty one percent (61%) viewed their children's progress in school this year either as having been "very good" or "good". Thirty seven percent (37%) reported "fair", and 6% replied their children had done poorly.

This is not to say, however, that the parents were completely satisfied with their children's academic progress in areas related to reading improvement. On the contrary, while they seemed in general to be pleased with their children's work, the majority (70%) indicated, for example, that they felt their children should be writing better than they were at present. This statistic calls to mind a similar one (75%) in response to an earlier question to the parents regarding their estimate of their children's reading improvement; i.e., in both cases the parents felt their children should be doing better. On the other hand, the realistic approach of the parents toward the Title I Program conducted in behalf of their children is reflected in their responses to other questions dealing with spelling and speaking skills. Eighty two percent (82%) of the parents estimated that their children had improved in spelling, and 81% reported in a similar fashion about their children's improved speaking skills.

The parents were also requested to react to a set of questions concerning their children's progress in several activities related to better study habits as compared to last year. Forty eight percent (48%) of the parents reported their children were spending more time studying. Twenty one percent (21%) thought their children were planning their study time better. Fifty five percent (55%) felt their children were doing their homework more often, and 42% indicated their children showed more care about the neatness and accuracy of their homework.

The 1972-1973 Title I Program design called for the implementation of Cultural Enrichment Activities in support of the instructional treatment provided the Title I pupils. These activities consisted of on-premise (within the school environment) and off-premise (field trips) group functions. In an effort to determine the types and kinds of activities provided to the pupils during the school year, the survey participants were asked to respond to several questions which addressed this sphere of the program. Their responses are reported immediately below.

Ten percent (10%) of the Title I pupils went on trips to the zoo. Twenty percent (20% visited museums; 28% viewed stage plays; 13% were entertained at movie theatres; 39% indicated they went "other places", and 37% stated they had not taken any field trips during the year. In reference to the last statement it should be noted, however, that a number of the individual schools in the Title I attendance areas had planned to implement their field trip activities subsequent to the administration of this questionnaire survey.

With regard to on-premise functions, 46% of the pupils saw puppet shows; 48% engaged in public speaking before their class; 22% had the opportunity to act as masters of ceremonies at class functions, and 59% shared experiences in acting out stories with other pupils. Eighteen percent (18%) of the pupils, however, reported they did not do any of the above things.

Teachers who responded for Title I pupils in Kindergarten through grade three regarding pupil participation in Title I Cultural Enrichment Activities reported in the following percentages:

ACTIVITY	PERCENT OF TEACHERS RESPONDING
• Field trips (museums, theatre, etc.)	60
• In-school assemblies	63
• Art programs	15
• Exposure to social environment of other communities	12
• Other cultural enrichment activities	36
• None of the above	16

From these data it can be determined that the emphasis of the Cultural Enrichment Activities to which Title I pupils in the early elementary grades were exposed laid within the areas of field trips and in-school assemblies.

As to approximately how many clock hours these same pupils spent in Title I Cultural Enrichment Activities, teachers reported according to these percentages: 7% of the teachers said the pupils about whom they were completing questionnaires spent no time at all; 51% of the teachers stated from one to 10 hours; 10%, 11 to 20 hours; 5%, 21 to 30 hours; 13%, more than 30 hours, and 14% indicated they did not know.

Available district statistical documentation on Title I cultural enrichment activities was also reviewed by the evaluation agency in order to broaden the description of these activities. Table IV-54 presents the findings drawn from this review and analysis.

TABLE IV -54
CONSOLIDATED STATISTICAL DATA
1972-1973 TITLE I CULTURAL ENRICHMENT ACTIVITIES
NON-PUBLIC ELEMENTARY COMPONENT

	PARTICIPANTS			TOTAL	NUMBER OF ACTIVITIES
	Pupils	Teachers	Adult Volunteers		
ON-SCHOOL PREMISES	2,507	151	83	2,741	20
OFF-SCHOOL PREMISES	3,094	140	255	3,489	65

In the interest of providing data about the value the Title I participants and parents actually placed upon these Cultural Enrichment Activities, the evaluation agency inserted in the survey instruments a series of questions designed to elicit information about participant value judgements regarding these activities. The following paragraphs summarize these data.

Title I principals, on the average, felt that this year's Cultural Enrichment Activities made "much" contribution to the success of the program in their respective schools. Project coordinators, again on the average were just as positive in their collective judgement. They indicated that the Cultural Enrichment Activities provided great contribution, and stressed the importance of this particular segment of the Title I Program in relation to their own responsibilities.

Project teachers responded in a fashion similar to the principals and coordinators in that they judged, on the average, that these activities had been of assistance to them in their Title I instructional efforts during the year. They likewise indicated that the presence of such Cultural Enrichment Activities in the Title I Program was of importance to them in relation to their instructional pursuits.

2.5 TITLE I PROGRAM VALUE

The sampled participants in the Non-Public Elementary School Component responded to a number of questions about the overall value of the Title I Program conducted in the Newark School District during the 1972-1973 school year. These questions were designed to elicit the participants knowledge, opinions and feelings regarding several aspects of the program. Principals of schools in the Title I attendance areas were asked to what extent they felt the objectives for the Title I Program in their schools were being accomplished.

Fifty percent (50%) felt they were being accomplished to a very great extent; 25%, to a great extent, and 25% thought the objectives were being accomplished to some extent.

Project coordinators were asked the same question. Their responses are as follows: 9%, to a very great extent; 55%, to a great extent; 27%, to some extent, and 9% reported that the objectives were being accomplished to only a little extent.

It is apparent that the Title I coordinators generally felt that the program objectives for their respective schools were being accomplished.

The principals also had the opportunity to rate the degree various significant factors within the program contributed to the success of Title I in their individual schools. The project coordinators were likewise given this opportunity. Tables IV-55 and IV-56 present the responses in percentages.

TABLE IV–55
RATINGS OF SIGNIFICANT FACTORS RELATED TO THE SUCCESS OF TITLE I: BY PRINCIPALS

FACTORS	RATING SCALE (In percentages) Contributed Very Much 1	Contributed Much 2	Contributed Little 3	No Contribution 4
Supplementary instructional equipment	100	–	–	–
Opportunities for positive change regarding pupil attidues toward school	75	25	–	–
Project teacher(s)	100	–	–	–
Supportive pupil services(e.g., health, nutritional, psychological)	25	75	–	–
Project coordinator	100	–	–	–
More individualized help to pupils	100	–	–	–
Teacher aides	100	–	–	–
Community aides	75	25	–	–
In-service training	50	50	–	–

The data contained in these tables point up rather readily the fact that both the principals and project coordinators, on the average, were quite generous in their ratings of the various significant factors that contributed to the success of the Title I Program in their schools. Each factor that was addressed by both types of Title I administrative personnel received a rating that indicated it contributed either "very greatly" or to "much" extent in the successful implementation of the Title I Program.

The parents of Title I pupils in the Non-Public Elementary School Component were questioned about their judgment of the overall program's value during the 1972-1973 school year. The great majority of parents (96%) who completed Parent Questionnaires thought their children had been helped by the Title I Program conducted in their children's schools. Sixty five percent (65%) of these parents, however, did expect their children to get more from the program than they had gotten so far. Ninety percent (90%) of these parents also indicated that the project teachers were helping their children when they needed it.

These data suggest the idea that while the parents' expectations of the program's effectiveness in relation to their children's improvement were not entirely met, they felt, nevertheless, that their children were definitely being helped by their involvement in the Title I activities.

TABLE IV–56
RATINGS OF SIGNIFICANT FACTORS RELATED TO THE SUCCESS OF TITLE I: BY PROJECT COORDINATORS

FACTORS	RATING SCALE (In percentages) Contributed Very Much 1	Contributed Much 2	Contributed Little 3	No Contribution 4
Supplementary instructional equipment	82	18	–	–
Opportunities for positive change regarding pupil attitudes toward school	45	45	9	–
Supporting pupil services (e.g., health, nutrition, psychological)	36	36	18	9
More individualized help to pupils	73	27	–	–
Teacher aides	73	27	–	–
Community aides	55	36	9	–
In-service training	45	45	9	–
Principal	64	36	–	–
Project Teacher(s)	64	27	9	–

The parents were particularly complementary to the principal's staff (i.e., vice-principal, clerk, teachers, etc.) in response to a question asking about the cooperation and support offered to their school's Title I Program by these various personnel. Ninety eight percent (98%) of the parents reported that the principals' staff were either "most satisfactory" or "satisfactory" in their cooperation and support of the Title I Program. Apparently the large majority of parents of the Title I pupils in the Non-Public Elementary School Component were generally happy with the compatibility that existed between the Regular School Program and the Title I Program in their respective schools.

In terms of pupil needs which should be met by the Title I Program, these same parents were asked to rate the degree of importance they placed upon the Title I Program providing help to their children in certain academic/behavioral areas. Their responses, in percentages, are presented in Table IV-57.

From the data presented in this table, it is apparent that the parents of Title I pupils, on the average, felt it was quite important that the Title I Program help their children improve in each of the areas listed. This collective reaction of the parents, in turn, suggests two considerations: (1) the variety of demands the parents personally place upon the program, and (2) the potential they are willing to credit to the program's capabilities of effectiving positive academic/behavioral changes in their children.

TABLE IV–57
TITLE I PUPIL NEEDS TO BE MET BY THE TITLE I PROGRAM: DEGREES OF IMPORTANCE; AS REPORTED BY PARENTS

AREAS	OPINION (In percentages) Very Important 1	Important 2	Little Importance 3
Improve his/her reading	89	10	2
Gain self-confidence	70	26	5
Act more obedient	57	30	12
Be proud of his/her background	62	29	9
Develop respect for the rights of others	67	27	5
Develop his/her ability to think for himself/herself	77	19	4
Develop a respect for property and materials	68	27	6
Be able to speak and write better	85	14	1
Improve his/her grades	86	12	2

2.6 PROJECT COORDINATOR/TEACHER SUPPORTIVE SERVICES

Part of the services in Newark's Title I Program were those given to project teachers and coordinators to assist them in the professional responsibilities. Included in these supportive services were: paraprofessionals, in-service training, specialists, and audio/visual materials. The sample of coordinators, teachers and other professionals associated with the Non-Public Elementary School Component were asked to react to questions concerning these services.

All 100% of the teachers, when questioned about the appropriateness of the available printed materials and textbooks they utilized in their Title I instructional activities, responded positively. They felt, in general, that these aids were appropriate for their use. Ninety two percent (92%) of the project teachers also reported the instructional equipment available to them was appropriate to their needs.

The project teachers were asked to rate the extent to which they felt the in-service training activities in which they participated since September, 1972, assisted them in their instructional treatment of Title I pupils. Table IV-58 presents their responses, in percentages.

From the data presented in Table IV-58, it is apparent that the great majority of the project teachers found these in-service activities which concentrated on new and/or innovative teaching methods and techniques, as well as those which dealt with the diagnosis of pupil problems offered them the most assistance in their instructional treatment of Title I pupils. On the average, the project teachers rated these in-service activities as either of great assistance or of "some" assistance to them. Eighty percent (80%) of them also rated reading as either of great assistance or of "some" assistance to them, thus pointing up their positive reaction to the program's efforts to provide the teachers with continual exposure to current reading pedagogy.

TABLE IV–58
TITLE I IN-SERVICE TRAINING ACTIVITIES: EXTENT OF ASSISTANCE: AS DETERMINED BY PROJECT TEACHERS

IN-SERVICE ACTIVITY	RATING SCALE (In percentages) Great Assistance 1	Assistance 2	Little Assistance 3	No Assistance 4
Reading	50	30	10	10
English Language Arts	43	29	29	–
English Second Language	–	67	33	–
Cultural Enrichment	–	25	50	25
New and/or innovative teaching methods and techniques	44	44	11	–
Diagnosis of Pupil Problems	67	11	11	11
Individualized Instruction	40	50	–	10
Use of Equipment and Materials	44	33	11	11
Use of School Plant and Facilities	29	43	–	29
Administrative & Management Techniques	–	60	–	40
Community Relations	20	60	–	20

Title I project coordinators were also asked to respond to a similar question concerning their in-service training activities. Table IV-59 reports the responses of the coordinators in percentages.

The coordinators were not quite as positive (high) in their ratings of the various in-service activities as were the teachers. On the average, the coordinators felt that these activities were either of "some" or "little" assistance to them.

The majority of project coordinators, however, did indicate that the in-service activities dealing with Reading had offered them the most assistance in their Title I responsibilities. English Language Arts activities, as well as instruction in the diagnosis of pupil problems, and individualized instruction received the next highest ratings (2.4).

The responses of both project teachers and coordinators, as presented in Tables IV-58 and IV-59, support the fact that efforts were made during the school year to provide these Title I personnel with in-service training appropriate and beneficial to their respective job descriptions and responsibilities.

TABLE IV–59
TITLE I IN-SERVICE TRAINING ACTIVITIES: EXTENT OF ASSISTANCE; AS DETERMINED BY PROJECT COORDINATORS

IN-SERVICE ACTIVITY	RATING SCALE (In percentages) Great Assistance 1	Assistance 2	Little Assistance 3	No Assistance 4
Reading	24	40	40	–
English Language Arts	14	43	29	14
Cultural Enrichment	–	38	63	–
Diagnosis of pupil problems	11	56	11	22
Individualized Instruction	11	44	33	11
Use of Equipment and Materials	10	50	20	20
Use of School Plant and Facilities	17	33	17	33
Administrative, Management and Planning Techniques	–	33	56	11
Community relations	10	30	50	10
Dissemination Techniques and Procedures	20	40	40	–

Both project teachers and coordinators were requested to answer two questions that were designed to elicit information about the importance they personally placed upon the role of the Title I teacher aides in relation to their own Title I instructional activities, and the extent to which they felt these same aides had helped them in their activities this year.

All (100%) of the project coordinators and 67% of the project teachers reported that the teacher aides were of great importance to them in their own Title I instructional activities. Thirty three percent (33%) of the project teachers placed "some" importance upon the role of the teacher aides.

All (100%) of the project coordinators and 66% of the project teachers indicated they felt the teacher aides were either of great assistance or some assistance to them in their Title I responsibilities this year. Twenty two percent (22%) of the teachers were of the opinion that the teacher aides offered little assistance during the year, and 11% of the teachers reported they felt the teacher aides were of no assistance to them in their Title I instructional activities.

It would appear that on the average, the project coordinators saw somewhat more importance in the role of the teacher aide than did the project teachers. It also seems that the project coordinators, again, on the average, felt the teacher aides offered greater assistance to them than the project teachers felt in relation to these same personnel.

The role of the community aide was yet another factor addressed by the project coordinators and teachers in terms of importance and assistance to them in their Title I responsibilities.

Ninety one percent (91%) of the coordinators and 90% of the project teachers rated the importance of the community aides to their own Title I activities as having been either of great or of some importance, thus indicating that the majority of both coordinators and teachers saw significant value in the services of the community aides. Nine percent (9%) of the coordinators and 10% of the teachers saw "little importance" in the role of the community aides in relation to their own Title I activities.

In regard to the extent to which the project coordinators and teachers estimated several other identified 'factors' within the program, were of help to them in their Title I responsibilities during the 1972-1973 school year, Tables IV-60 and IV-61 delineate and post their tabulated responses in percentages.

TABLE IV–60
EXTENT TO WHICH SIGNIFICANT FACTORS IN THE TITLE I PROGRAM ASSISTED PROJECT COORDINATORS: AS REPORTED BY COORDINATORS

	RATING SCALE (In percentages)			
FACTORS	Great Assistance 1	Assistance 2	Little Assistance 3	No Assistance 4
Title I Central Office Staff	55	45	–	–
Parental Involvement	45	55	–	–
Principal	90	10	–	–
Consultant Services	–	60	30	10
Project Teachers	73	9	18	–
Instructional equipment and materials	82	18	–	–
Opportunities for professional improvement	20	20	50	10
Provision for greater intensified instructional concentration in Pre-K through grade 3	45	55	–	–
Provision for pupil supportive services, e.g., health, psychological, etc.	20	50	20	10
Title I Program dissemination procedures	27	55	18	–

TABLE IV–61
EXTENT TO WHICH SIGNIFICANT FACTORS IN THE TITLE I PROGRAM ASSISTED PROJECT TEACHERS: AS REPORTED BY TEACHERS

FACTORS	RATING SCALE (In percentages) Great Assistance 1	Assistance 2	Little Assistance 3	No Assistance 4
Title I Project Coordinator	55	36	9	–
Title I Central Office Staff	42	25	8	25
Parental Involvement	36	27	27	9
Consultant Services	43	29	14	14
Instructional equipment and materials	60	40	–	–
Opportunities for professional improvement	50	20	30	–
Provision for greater intensified instructional concentration in Pre-K through grade 3	58	25	17	–
Provision for pupil supportive services, e.g., health, psychological, etc.	55	27	9	9

From the data contained in these Tables, it can be determined that both project coordinators and teachers, on the average, considered most of the factors listed as having been either of great assistance or of some assistance to them during the school year. It is of interest to note that the majority of both the project coordinators and teachers demonstrated a positive reaction to the 'parental involvement' factor in terms of the assistance it rendered them in their Title I responsibilities.

In an effort to identify the forms of assistance the project teachers would like to have provided them in their Title I teaching efforts, these instructional personnel were asked to indicate which forms of assistance they would like. Their responses are as follows:

FORMS OF ASSISTANCE	TEACHER RESPONSES IN PERCENTAGES
More teacher aides	75
More books	50
More audio/visual aids	42
More in-service teacher training programs	33
Remodeling of facilities	25
Consultant services	42
More community aides	17
Use of a structured reading program	33

It is evident from these responses that a majority of the project teachers reacted strongly to two forms of assistance which appeared on the list; namely, provision for more teacher aides (75%) and more books (50%).

Efforts were also made to obtain a general reaction by the project coordinators to certain characteristics of the project teachers. The coordinators were requested to rate these characteristics on a scale of four, ranging from one equals "excellent" to four equals "below average". The listed characteristics included the quality of work the teachers produced, their interest in work, their ability to work with others, their initiative, dependability, cooperation, and punctuality. Without exception, each of these characteristics was given an average rating by the project coordinators that fell between excellent and above average. This finding points up the general positive attitude the project coordinators held in relation to the project teachers in their respective schools.

Both project coordinators and teachers were requested to estimate the amount of time they spent in various Title I activities. They were instructed to base their estimates on the percentage of time they usually spent on a given activity proportionate to the total number of working hours in a normsl school week. A summary of their responses is presented in the following paragraphs.

In addition to the time and effort involved in the performance of their administrative duties, the average amount of time the project coordinators spent in the following Title I coordinator functions was between 1% and 10%:

- Teaching Title I pupils
- Scheduling and arranging Title I activities
- Meeting with Title I Parent Councils
- Conducting in-service training for teachers
- Receiving In-service training
- Developing curriculum materials for Title I Program
- Observing and/or monitoring Title I Project Teachers in classrooms
- Time spent in Title I office (school)
- Non-Title I duties, e.g., general school duties
- Providing Title I Programs dissemination materials to concerned groups

A review of the project coordinators' job description, as outlined in the TITLE I APPLICATION FOR FISCAL YEAR 1972-1973, indicates that the "planned" activities and responsibilities of these Title I personnel were realized during the school year.

This was likewise the case with reference to the job description of the project teachers, also to be found in the above mentioned document. Those teachers who responded to a similar question estimated that the great majority of their time, as would be expected, was spent in reading instruction; of the remaining time, the teachers reported that their efforts were fairly well divided among the following activities:

- English language arts
- Diagnosis of pupil problems

- Meeting with parent/community groups
- In-service training
- Cultural enrichment activities
- Giving instruction/direction, training, etc., to teacher aides and/or community aides
- Testing

Title I teacher aides and community aides were included in the administration of the evaluation instrumentation. They were provided questionnaires which contained questions eliciting information about their pre-service and in-service training sessions, their responsibilities and duties as Title I aides, as well as their personal evaluation of their Title I activities. The following paragraphs are devoted to a discussion of the data collected from these two sources.

Sixty three percent (63%) of the Title I teacher aides who completed questionnaires in the Non-Public Elementary School Component did participate in pre-service training related to their positions prior to the opening of the 1972-1973 school year. Thirty eight percent, however, had no such training.

The majority (69%) did participate in in-service training during the school year. Of these, 7% spent from one to five hours in in-service training since September, 1972. Another 7% of the teacher aides spent from 11-15 hours; 14%, from 21-25 hours, and 50% spent more than 25 hours in such training.

Seventy one percent (71%) indicated that their in-service training sessions were always conducted for teacher aides only; 14% said "most of the time"; 7%, however, stated they seldom participate in in-service training sessions that were isolated to Title I teacher aides alone, and another 7% reported they had never attended sessions that were for teacher aides only.

The teacher aides were asked to identify the major subject areas covered by their in-service training activities. Their responses, in percentages, are delineated as follows:

A. TRAINING COVERING TECHNIQUES FOR CLASSROOM ASSISTANCE:	TEACHER AIDE RESPONSES (In percentages)
Conduct of drills	38
Construction of visual aids for teachers and pupils	69
Instructions on how to read pupils	75
Instruction on how to conduct educational games for pupils	50
How to locate community resource persons who may benefit pupils' education	13
Training in operation of audio-visual devices	69
Training in methods of tutoring pupils	44
Instruction in the duties of a teacher aide	75
Instruction in how to cope with disciplinary problems	38

	TEACHER AIDE RESPONSES
Instruction in classroom management	50
Training in administration and proctoring of educational tests	38
Instruction in the major concepts and ideas which are the objectives of the Title I program for the pupils you are requested to help	63
Instruction on how to supervise workbook activity while teacher instructs pupils	50
Instructions on how to supervise children on excursions, at lunchtime, during recess, etc.	44
B. TRAINING COVERING THE ROLE OF TEACHER AIDE RELATED TO COMMUNITY SERVICES:	
Instructions concerning the contributions the teacher aide can make to school instructional staff, administrative staff and community personnel	31
Training in the role the teacher aide can play by accompanying service personnel to the homes of pupils	6
Training in the role a teacher aide can play in assisting parents to understand their children's school problems	31
Training in assisting health personnel in their duties	6
Training in clerical duties expected to be performed by teacher aides	31
C. TRAINING DIRECTED TOWARD INSTRUCTIONAL TECHNIQUES:	
Reading	69
English Language Arts	31
English as a second language	13
Other academic subjects	56

At least two conclusions can be drawn from the data reported above: namely, (1) the project teacher aides were exposed to a wide diversification of in-service training activities during the 1972-1973 school year; and (2) these in-service activities were most appropriate to the responsibilities (job descriptions) of the teacher aides as outlined in the TITLE I APPLICATION FOR FISCAL YEAR 1972-1973.

Fifty four percent (54%) of these teacher aides reported that the in-service training helped them to a very great extent in performing their duties, while the remaining 46% indicated they were assisted to a great extent by their involvement in the teacher aide in-service training program during the year. All (100%) of them stated they were perfectly cognizant of their particular Title I duties, in that these duties had been clearly defined and explained to them.

In an effort to obtain information related to the amount of time the project teacher aides devoted to their various responsibilities during a normal school week, a series of questions was included in their evaluation instrument which elicited their estimates of time spent on several major Title I duties. A total of 16 teacher aides in the Non-Public Elementary School Component completed questionnaires. The responses of these personnel, in actual numbers, to this particular series of questions are as follows:

Question: Please estimate the amount of time in a normal school week which is devoted to . . . . . .

1. Assisting directly in Title I Classrooms.

Possible Responses	Teacher Aide Responses in Actual Numbers
No time at all	0
Less than 20%	0
21-40%	0
41-60%	1
61-80%	5
More than 80%	10

2. Assisting Title I instruction through performing clerical work.

Possible Responses	Teacher Aide Responses in Actual Numbers
None at all	3
Less than 20%	4
21-40%	6
41-60%	1
61-80%	2
More than 80%	0

3. Assisting Title I pupils outside the formal classroom situation (e.g., tutoring, make-up classes, etc.)

Possible Responses	Teacher Aide Responses in Actual Numbers
None at all	2
Less than 20%	4
21-40%	4
41-60%	2
61-80%	3
More than 80%	1

4. Assisting related Title I Community Services (e.g., accompanying social worker on home visits, etc.)

Possible Responses	Teacher Aide Responses in Actual Numbers
None at all	5
Less than 20%	6
21-40%	3
41-60%	1
61-80%	1
More than 80%	0

5. Assisting Special Services connected with Title I Program (e.g., working with school nurse, etc.)

Possible Responses	Teacher Aide Responses in Actual Numbers
None at all	8
Less than 20%	6
21-40%	0
41-60%	2
61-80%	0
More than 80%	0

6. Performing duties in or for the school which are not part of your Title I duties.

Possible Responses	Teacher Aide Responses in Actual Numbers
None at all	12
Less than 20%	3
21-40%	1
41-60%	0
61-80%	0
More than 80%	0

It is apparent that the Title I teacher aides in the Non-Public Elementary School Component have been utilized to a very great extent in assisting directly in the Title I classrooms, in that all but one who responded reported they spent either from 61-80% of their time, or more than 80% of their time in the Title I classrooms. This finding is in concert with the specified Title I teacher aide responsibilities identified in the TITLE I APPLICATION FOR THE 1972-1973 FISCAL YEAR. In short, the teacher aides were used, in terms of proportionate time allotments, to the best advantage of the overall Title I instructional situation; i.e., they worked most of the time, directly assisting the teachers and Title I pupils in the classrooms.

In addition to providing information about the amount of time spent in their various Title I activities, the Title I teacher aides were also asked to rate these activities in terms of their importance to the overall success of the Title I Program. The rating scale ranged from "very important" equals one, to "no importance" equals four. An analysis of their collective responses for each of the activities listed above reveals the following findings.

1. Those activities directly related to Title I pupil instructional assistance received the highest ratings; they were considered to be "very important".

2. Other activities which were not directly related to Title I pupil instructional assistance, yet did involve some degree of personal contact with the children (e.g., monitoring Title I pupils at lunchtime, etc.), received ratings by the majority of the teacher aides which indicated they were of some importance to the overall success of the Title I Program.

Title I project coordinators were provided the opportunity to give their general ratings of the teacher aides in their schools in reference to certain specified characteristics related to their roles in the Title I Program. Table IV-62 offers a statistical breakdown of the coordinators' responses in percentages.

The data contained in this Table show that, on the average, the project coordinators felt the teacher aides exhibited the identified characteristics from an "excellent" to an "above average" extent in the conduct of their work assignments.

TABLE IV–62
TEACHER AIDE CHARACTERISTICS: RATINGS, BY PROJECT COORDINATORS

CHARACTERISTICS	RATING SCALE (In percentages) Excellent	Above Average	Average	Below Average
Ability to learn	55	36	9	–
Quality of work	64	36	–	–
Quantity of work	55	45	–	–
Interest in work	55	45	–	–
Ability to work with others	73	18	9	–
Initiative	73	18	9	–
Dependability	82	18	–	–
Cooperation	82	18	–	–
Punctuality (absences and tardiness)	64	27	9	–

The Title I community aides also responded to questions similar to those asked of the teacher aides. Their reactions are discussed in the following paragraphs.

Seventy percent (70%) of the Title I community aides indicated they had participated in pre-service training prior to the opening of the 1972-1973 school year; 30% had no pre-service training; 91%, however, did report they were involved in in-service training during the year.

Fifty five percent (55%) of these personnel spent more than 25 hours in various in-service activities since September, 1972; and 36% of these aides estimated, in turn, that their in-service sessions were always conducted for community aides only, while 36% reported their sessions were held only for them "most of the time." Nine percent (9%) stated they seldom participated in in-service training activities which were conducted only for community aides, and 9% indicated they were never given such training by themselves.

One half (50%) of the community aides who completed questionnaires felt the in-service training sessions were of "very" great benefit to them in the performance of their Title I duties; the other 50% reported the in-service training sessions were of great help to them.

In addressing the types and kinds of in-service training activities provided to them during the school year, 82% of the community aides stated they had been involved in in-service training sessions that offered information concerning the objectives of the Title I Program. Eighty two percent (82%) of the aides who completed questionnaires also stated they had received instructions in the methods of explaining the purposes of the Title I Program and activities to parents and community groups. In addition, 64% of the community aides were provided instruction in the methods of offering training sessions to parents. Again, 82% of the aides indicated they received information related to social agencies and services available to parents, and 36% said they participated in training for routine clerical work required for the Title I Program.

Finally, 91% of the community aides were provided with general training in the duties required for working within the scope of the Title I Program. All of the aides reported that their Title I duties had been clearly defined and explained to them.

As in the case of the Title I teacher aides, the community aides were asked to estimate the amount of time in a normal school week they spent in fulfilling their various Title I duties.

In regard to assisting directly in Title I classrooms, 36% of the community aides indicated they spend no time at all in such activities, while 36% of them estimated they spent less than 20% of their time in a normal school week, and 18% judged that they were involved directly in the Title I classrooms between 21% and 40% of their time. Nine percent (9%) estimated the amount of time as having been between 61% and 80%.

The majority (81%) of the community aides estimated they spent between 20% and 80% of their normal school week assisting Title I parents (e.g., training services, developing parental interest, etc.).

In estimating the amount of time they devoted to the performance of clerical work for Title I activities only, 27% of the aides reported "no time at all"; 64% said "less than 20%", and 9% stated they devoted between 21% and 40%.

Forty five percent (45%) of the community aides reported that they spent between 21-40% of their time in a normal school week devoting their efforts to Title I Community Services (e.g., visiting homes of participating Title I pupils, etc.), and 54% indicated they spent from 41% to 80% of their time in similar activities.

When asked how much of their time was taken up with performing duties in or for the school which were not part of their Title I duties, 45% reported "no time at all"; 45% of them estimated "less than 20%", and 10% indicated from 41% to 80% of their time during a normal school week.

It is apparent, from a review of the community aide "job description" outlined in the TITLE I APPLICATION FOR FISCAL YEAR 1972-1973, that the findings presented above support the fact that these aides were involved in the kinds and types of Title I activities for which they were engaged.

As to the degree of importance they personally placed upon their various Title I duties, the aides, on the average, gave high priority to all those duties listed for their reactions (ratings: degree of importance - on a scale of four ranging from one equals "very important" to four equals "not important"). The overall average rating was 1.5, with "explaining the role of the schools and the Title I Program to parents and community members" receiving the highest rating of 1.2." Assisting with clerical work" received the lowest rating of 2.0.

It would seem that in the minds of the community aides, the actual contact they made with parents and community members was of prime importance in the discharge of their responsibilities.

The parents of Title I pupils in the Non-Public Elementary School Component were also asked a question about the importance of the community aide in the schools. Several areas of concern were listed and the parents were requested to rate the degree of importance of the community aides relative to each area. Table IV-63 provides the responses of the parents in percentages.

From the data in Table IV-63 it can be determined that, on the average, the parents who responded to this question, felt that each of the areas listed was either of "great importance" or "some importance", in terms of the work done by the Title I community aides in the schools to which they were assigned.

TABLE IV–63
IMPORTANCE OF TITLE I COMMUNITY AIDE ACTIVITIES: AS ESTIMATED BY PARENTS

AREA	OPINION (In percentages) Very Important 1	Important 2	Little Importance 3
Improve School/Community relations	67	30	3
Understand the desires of the parents and use this information to improve education for their children	72	25	3
Obtain community involvement and guidance in school programs	57	38	5
Help parents in finding assistance in the community	53	38	9
Encourage togetherness among parents, pupils and schools	71	26	3

Title I project coordinators were provided the opportunity to give their general ratings of the community aides in their schools in reference to certain specified characteristics related to their roles in the Title I Program. Table IV-64 offers a statistical breakdown of the coordinators' responses in percentages.

As in the case of the teacher aides, the project coordinators, on the average, judged that the Title I community aides exhibited the identified characteristics from an "excellent" to "above average" extent in the performance of their various responsibilities.

2.7 PUPIL SUPPORTIVE SERVICES

The Non-Public Elementary School Component had Title I pupil directed supportive services. A list of questions incorporating these services was included in the questionnaires administered to the Title I participants and parents. The data collected and analyzed by way of these questions are presented in the following paragraphs.

In the interest of obtaining information about Title I pupil needs related to supportive services, parents were asked to identify those needs their children exhibited during the 1972-1973 school year. Table IV-65 offers the readers of this report the tabulated responses of the parents, by service needed.

According to the responses in this Table, it is apparent that, while they identified other services required in behalf of their children, the majority of parents reported their children were in need of physical, dental and eye or ear examinations, as well as medical or dental treatment.

Pupil supportive services were examined not only in terms of identifiable Title I pupil needs, but also in regard to the availability and actual provision of these services to pupils. The questionnaire participants, therefore, were given questions to answer about this latter aspect.

TABLE IV–64
COMMUNITY AIDE CHARACTERISTICS: RATINGS, BY PROJECT COORDINATORS

	RATING SCALE (In percentages)			
CHARACTERISTICS	Excellent 1	Above Average 2	Average 3	Below Average 4
Ability to learn	50	40	10	–
Quality of work	55	27	18	–
Interest in work	55	27	18	–
Ability to work with others	27	45	27	–
Initiative	55	18	27	–
Dependability	64	27	9	–
Cooperation	64	27	9	–
Punctuality (absences and tardiness)	55	36	9	–

Title I pupils who completed their own evaluation instruments reacted to the question, "What help did you get from a doctor or nurse in your school this year", in the following percentages, by specified area of assistance:

AREA OF ASSISTANCE	PUPIL RESPONSES (In Percentages)
I did not see a doctor or nurse in my school this year	23
I was sick and saw the nurse	53
My teeth were looked at	73
I was tested for eyeglasses	86
My hearing was tested	79

Forty five percent (45%) of the parents of Title I pupils in the Non-Public Elementary School Component reported that their children received a diagnosis of their educational needs. Twenty three percent (23%) of the parents indicated their children had been provided with psychological testing; 20% said their children had been assisted with personal and social adjustments. Fourteen percent (14%) of the parents reported that their children had been referred to specialists or agencies outside the school. Twenty five percent (25%) stated their homes had been visited by Title I community aides. The majority of parents said that physical, dental, eye or ear examinations had been given to their children; 43% reported that their children had received medical or dental treatment, and 10% of the parents said that physical therapy had been rendered to their children.

TABLE IV–65
PUPIL SUPPORTIVE SERVICES NEEDED: AS REPORTED BY PARENTS

SERVICES	PARENT RESPONSES (In Percentages)	
	YES	NO
Diagnosis of your child's educational needs	46	54
Psychological testing of your child's special problems or needs	23	77
Assistance with your child's personal and social adjustment	23	77
Referral to specialist or agency outside our child's school	19	81
Visitation(s) to your home by Title I community aides	25	75
Physical, dental, eye or ear examinations	60	40
Medical or dental treatment	49	51
Physical therapy	17	83

A review of the data contained in Table IV-65 (Pupil Supportive Services Needed: As Reported By Parents), together with a comparison of the parent responses presented above, i.e., pupil supportive services provided, reveals that the two services, "physical, dental, eye or ear examinations", and "medical or dental treatment", were considered "as needed" for their children by the majority of parents and were identified "as provided" to their children by the majority of parents during the school year.

2.8 PARENT/COMMUNITY INVOLVEMENT

An impressive effort to continue and expand parental and community involvement in the Title I Program was made by the Newark School District. On the questionnaires, the Title I participants and parents gave their views about this effort.

The majority (71%) of the Title I pupils who completed questionnaires reported that their parents helped them with their homework. Eighty three percent (83%) of them also indicated that their parents were involved with them in their problems and did help them in working toward solutions.

The Title I principals, project coordinators and teachers were given a number of questions related to parent/community involvement in the Title I Program. An analysis of the data collected from these specific questions reveals the following findings.

The majority of principals and project coordinators reported they devoted an average of between one to three hours a week working with Title I Parent Councils. Over three fourths of the principals stated they spent between one and three hours a week working with individual parents of the Title I pupils, while 64% of the coordinators reported the same time allotments in reference to their working with parents of Title I pupils. These data provide some indication of the amount of time Title I school staff and parents are directly involved with each other.

Parents of Title I pupils, when asked about the number of Title I Local School Parent Council meetings they had attended this year, responded in these percentages: 41% said they had not attended any; 22% replied they had been to only one meeting; 11% stated they were at two council meetings, and 27% reported they had attended three or more meetings. In addition, thirty five percent (35%) of the parents identified themselves as voting members of their children's schools Title I Parent Councils.

Over two thirds of the parents who completed questionnaires indicated they had been informed about the purpose of the Title I Parent Council in their children's schools, and 41% reported they had talked about the Title I Program with members of the Title I school Parent Councils. Thirty nine percent (39%) said they had not done so, and 19% indicated they didn't know any members.

In order to elicit data about the kinds and types of activities in which the parents of Title I pupils in the Non Public Elementary School Component had participated during the school year, a list of activities was presented to them for their reactions. Table IV-66 delineates their collective responses to each activity, in percentages.

TABLE IV–66
INVOLVEMENT IN TITLE I ACTIVITIES: AS REPORTED BY PARENTS OF TITLE I PUPILS

ACTIVITIES	PARENTAL INVOLVEMENT (In Percentages)
Individual conference with Title I teachers	21
Worked on Title I Parent Council	10
Attended meeting of the Title I Parent Council	42
Volunteered as a clerical assistant	2
Attended PTA meetings	58
Volunteered to help in school library	3
Volunteered as a tutor	3
Volunteered to help Title I Project Teachers and teacher aides on a class trip	9
Helped my child with his/her homework	76
Acted as a chaperone at a school function	10
Attended group meetings to learn how to help my child with his/her homework	
Other activities not listed here	16
Have not been involved in any school activities	18

The data presented in Table IV-66 offers some indication of the amount of involvement in which the parents of Title I pupils in the Non-Public Elementary School Component were engaged in the activities listed above. It is evident that the greatest number of parents (76%) identified themselves as having helped their children with their homework, while the next largest number (58%) did attend PTA meetings. These findings suggest that the parents of the Title I pupils in the Non-Public Elementary School Component are primarily concerned with directly assisting their children in their instructional treatment (homework), and supporting, to some extent, their respective schools by attending the PTA meetings.

Title I staff (principals, coordinators and teachers) and parents gave their estimates of the importance the individual school Title I Parent Councils held in relation to several identified activity areas. Each of these data sources, on the average, noted the following activity areas as being either "very important" or of "some importance" in terms of the work performed by these councils:

- Improving school-community relations
- Understanding the desires of the parents and utilizing this information to improve education for the children
- Planning and coordinating Title I activities
- Obtaining community involvement in Title I Programs
- Providing for community involvement in Title I Programs
- Helping parents to find assistance in the community
- Encouraging togetherness among parents, pupils and schools

Title I principals and coordinators were also asked to determine the extent to which they felt the Title I Parent Councils in their individual schools should be involved in the activities listed above. The consensus of opinion among these personnel was that the Title I Parent Councils should be involved in these activities to a great extent.

The Title I principals and coordinators were likewise requested to report the number of meetings their schools' Title I Parent Councils held this year. Seventy five percent (75%) of the principals and 73% of the coordinators reported that five or more meetings had been conducted in their schools. In addition, 25% of the principals noted they had personally attended five or more of these meetings, and 64% of the coordinators indicated a similar attendance record on their own part. The Title I project teachers, on the other hand, were less consistent in their attendance in that only 25% of them had participated in five or more Parent Council meetings in their schools.

In an attempt to elicit additional information from the parents of the Title I pupils about their involvement in and contact with the program, several questions were asked of them concerning their general feelings about parental involvement in Title I activities, and the dissemination procedures utilized in the program. Eighty two percent (82%) of the parents who completed questionnaires stated they had been informed as to the purpose of the program in their children's schools.

While various means of communication were used (e.g., Title I newsletter, community aides, mail, etc.) the majority of the parents reported that their chief source of information were their children who brought the information home. When questioned about parental involvement in general, 93% of the parents felt that parents should be activity involved in Title I activities.

3.0 SECONDARY FOLLOW-UP READING PROJECT

3.1 INTRODUCTION

Section IV, 3.0, addresses the evaluation findings and discussion of the 1972-1973 Regular School Year Title I Program conducted in the SECONDARY FOLLOW-UP READING PROJECT. The readers of this report are reminded, therefore, that all discussion in 3.0 concerns only the Secondary Follow-Up Reading Project of the Title I Program, unless otherwise indicated.

The Title I Secondary Follow-up Reading Project was staffed by one (1) reading coordinator and twenty (20) project teachers. Approximately two thousand (2,000) ninth grade Title I pupils were initially identified for participation in the reading intervention activities. The instructional treatment which officially began on December 1, 1972, was rendered to the pupils at ten (10) secondary school sites within the district. This instructional treatment was provided to participating pupils via a diagonal schedule, three (3) days each week, and consisted in intensified remedial reading instruction through the disciplines and the utilization of reading class situations and reading laboratories.

3.2 SAMPLE CHARACTERISTICS

Evaluative data were collected from samples of the participants. The descriptions presented immediately below delineate the major characteristics of those participants who were included in the sample population. The statistical summary of the questionnaire administration can be found in Section III, page III-5, of this report.

PUPIL SAMPLE

Forty five percent (45%) were male, and 54% were female.

Fifty six percent (56%) were born in the city of Newark, New Jersey. Six percent (6%) were born somewhere else in New Jersey; 25%, in a different state; 5%, in Puerto Rico, and 7% indicated they were born elsewhere.

Two percent (2%) were American Indian; 75% were Afro-American; 4% were Caucasian; 13% were Spanish-surnamed American, and 7% were reported as "other".

PRINCIPAL SAMPLE

All (100%) were male. Ten percent (10%) were between the ages of 26-35 years of age; 40% were between 36-45 years of age; 40%, between 46-55 years, and 10% were over 55 years old.

Thirty percent (30%) described themselves as Afro-American, and 70% indicated they were Caucasian.

Thirty percent (30%) indicated they lived in the attendance area of their respective schools, and 70% stated they lived outside of the Newark School District.

PROJECT TEACHER SAMPLE

Thirty five percent (35%) were male, and 65% were female.

Thirty one percent (31%) reported they were between 26-35 years of age; 38%, between 36-45 years; 25%, between 46-55 years, and 6% indicated they were over 55 years old.

Twenty nine percent (29%) reported they were Afro-American, and 71% indicated they were Caucasian.

Six percent (6%) stated they lived in the attendance area of the schools to which they were assigned; 12% said they lived in another part of the Newark School District, and 82% reported they lived outside the Newark School District. Eighteen percent (18%) have been teachers between one and five years; 29%, between six and ten years; 12%, between 11-15 years; 29%, between 16-20 years and 12% reported they have been teachers for 26 years or more.

Twenty four percent (24%) have taught in the Newark School District between one and five years; 29%, between six and ten years; 6%, between 11-15 years; 29%, between 16-20 years, and 12% have taught in the district 26 years or more.

Twenty eight percent (28%) have taught in their current school between one and five years; 47%, between six and ten years; 18%, between 11-15 years; 6% between 16-20 years, and 6% have taught 26 years or more in their current school.

Fifty nine percent (59%) have been Title I Project Teachers in Newark for one year; 12%, for two years; 12%, four years; 6%, five years, and 12%, for six years or more.

Twenty four percent (24%) have taken no semester hours of graduate work; 12% have taken between one and ten hours; 6%, between 11-20 hours; 6%, between 21-30 hours; 24%, between 31-40 hours, and 24% have taken more than 60 semester hours of graduate work.

3.3 IMPROVEMENT OF READING ACHIEVEMENT

Evaluative data on the improvement of reading achievement were collected by means of survey instruments (questionnaires), testing programs and classroom observations. The findings from an analysis of these data are presented in the paragraphs below.

Indicative of the positive attitudes Title I pupils have toward their reading improvement because of the extra reading instructions is the fact that 88% of the sampled pupils in the Secondary Follow-Up Reading Project reported they felt their reading has improved as a result of the Title I reading intervention.

The attitudes of the Title I pupils who completed their own questionnaires were explored still further by a set of questions designed to elicit their feelings and opinions about reading activities in general. They were asked to indicate if they liked to read more now than before they received the extra reading instructions. Seventy four percent (74%) replied that they did. In addition, 98% felt it was of importance for them to read well, and 50% indicated they liked to take books home from the school library. Only 15% of the children ventured to say they would drop out of the extra reading instructions if they could.

In an effort to widen the data base about Title I pupils' reading improvement, parents were asked to indicate how they felt about their childrens' reading abilities "at the present time". Ninety percent (90%) of the parents said they were of the mind that their children should be reading better than they were at the present time. Ten percent (10%) reported they were of the opinion that their children were currently reading as well as could be expected.

Parents of Title I pupils were also provided the opportunity to react to several questions related to their childrens' attitudes toward reading outside of school, e.g., in the home. Seventy percent (70%) of the parents reported their children like to read at home, and 27% indicated their children brought home more library books than in previous years.

Principals and the Secondary Follow-Up Reading Project coordinator rated the contribution they felt the Title I reading intervention was making toward the overall success of the program in their respective schools. It can be inferred that to the extent they saw the reading intervention as contributing to the program's success, to a similar extent, it generally contributed to the participating pupils' reading improvement.

Sixty percent (60%) of the principals and the Secondary Follow-Up Reading Project coordinator estimated that the Title I reading intervention activities contributed "very much" to the success of the program in their schools. Thirty percent (30%) of the principals indicated that these activities provided "much" contribution to the Title I Program in the individual schools. Only 10% of the principals thought there was little contribution made by the reading intervention activities toward the successful conduct of the program during the 1972-1973 school year.

The findings presented in the preceding paragraphs regarding Title I reading improvement provide the following conclusions:

1. Title I participants (personnel and pupils) who were included in the questionnaire sample generally felt there had been improvement in the pupils' reading achievement as a result of the Title I reading intervention activities. In addition, these respondents also indicated the Title I pupils evidenced constructive and positive attitudes about themselves in relation to their reading achievements and their school environment. It is interesting to note, in support of this conclusion, that 98% of the Title I pupils declared they had tried to get good grades in school.

   The significance of the above conclusion may very well lie in the fact that these school personnel and pupils exhibited, for the most part attitudes and opinions about the Title I Program in the Newark School District that can be considered essential to the success of any instructional program of this nature; i.e., the healthy presence of positive motivation toward the learning effort on the part of the participants.

2. The majority of parents who completed questionnaires obviously felt their children should have been reading better than they were. This is not to infer, however, that these parents denied the beneficial effects of the Title I Program in helping their children to improve in reading, for 96% of these same parents reported that the program did indeed help, and 95% felt the program had generally benefited their children. In addition, 82% of these parents indicated the Title I Program had helped to improve their children's attitude toward school itself.

   From these findings it can be inferred that while the majority of parents felt their children should be reading better, they were pleased with the efforts being made through Title I to provide their youngsters with supplementary instructional assistance.

The Secondary Follow-Up Reading Project coordinator and teachers were requested to estimate the degree of importance they placed upon the need for further revision of the 1972-1973 program objectives which related to reading improvement. (The readers of this report are referred to Section II, Program Description, for a detailed statement of the 1972-1973 revised program objectives of the Secondary Follow-Up Reading Project.)

The coordinator and 40% of the project teachers placed great importance on the need for further revision. Thirty three percent (33%) of the teachers placed "some" importance on this specific need, while 27% of the teachers rated this need as being of little importance.

In responding to an additional question related to these same objectives which elicited the amount of assistance they felt the revisions and modifications of the 1972-1973 objectives gave them, the coordinator reported he had found the revised program objectives to have been of great assistance to him in his Title I responsibilities. Twenty five percent (25%) of the teachers indicated "some" assistance, while 33% of the teachers stated they had found little assistance in these revisions. Forty two percent (42%) of the teachers were entirely negative in their responses; they felt they had not benefited at all from the 1972-1973 program objectives' revisions and modifications.

From the data presented above it can be determined that the teachers, on the average judged that the 1972-1973 revised program objectives were of "little" assistance to them, and the further revision of these objectives was of importance to their own Title I activities.

Ten secondary schools participated in the Secondary Follow-Up Reading Project. The project was directed toward improving the reading of ninth grade pupils. Eighteen hundred and thirty four (1,834) pupils completed the Comprehensive Tests of Basic Skills in October, 1972. The average total reading grade equivalent for these ninth grade pupils was 5.1 Grade Equivalents. In May, 1972 the post test in the Comprehensive Tests of Basic Skills was completed by 1,244 identified Title I pupils. Of these, 1,184 were identified as having taken both the pretest and post test. The mean grade equivalents of the pretest and post test for these pupils appear in Table IV-67. The mean grade equivalent gain for these pupils was +0.8 grade equivalents.

The stated performance objective for the secondary follow up component was: *At least 70% of the participating Secondary Follow-Up Reading Project students, through participation in reading laboratories and special reading classes, shall increase their reading achievement level by 6 months (0.6) when measured by the Comprehensive Basic Skills test in May, 1973.*

Thus although the average gain, i.e., +0.8 G.E exceeded the objective of +0.6 G.E., only 55% of the pupils did achieve this objective and therefore the goal striving for 70% of the pupils to meet the objective was not achieved.

TABLE IV–67
TOTAL READING
NEWARK TITLE I – SECONDARY FOLLOW-UP READING
COMPREHENSIVE TEST OF BASIC SKILLS
GRADE EQUIVALENT MEANS, DIFFERENCES AND % MEETING OBJECTIVE
Pretest 10/72 – Post test 5/73

Grade	N*	Pretest Mean G.E.	Post test Mean G.E.	Difference Mean G.E.	Month Participation	N≥0.6	N<0.6
9	1,184	5.0	5.8	+0.8	8	656	528

*Only pupils who completed both pretest and post test are included.

Data pertinent to the individual schools related to their gains and number of pupils meeting the goal appear in Appendix 6A and 6B.

A comparison of the Secondary Follow Up pupils with their non-Title I classmates revealed that the Secondary Follow Up pupils on the average had gained 0.2 grade equivalents less than the pupils who had not been chosen for Title I participation, over the 1972-1973 school year.

TABLE IV–68
SECONDARY FOLLOW-UP READING COMPARISONS WITH CITY AND NON-TITLE I READING GRADE EQUIVALENT GAIN COMPREHENSIVE TEST OF BASIC SKILLS
Pretest 10/72 – Post test 5/73

	N Pre	Pretest Mean G.E.	N Post	Post test Mean G.E.	Difference Mean G.E.
City of Newark*	4,335	5.8	3,844	6.8	+1.0
Non-Title I	2,501	6.3	2,620	7.3	+1.0
Secondary Follow Up	1,834	5.1	1,224	5.8	+0.7

*City mean G.E. includes Title I pupil scores.

3.4 GENERAL PUPIL ACADEMIC/BEHAVIORAL PROGRESS

The participants involved in the questionnaire survey were asked a series of questions concerning Title I pupil progress in academic areas related to reading, as well as areas dealing with general behavioral changes. The responses of the Secondary Follow-Up Reading Project participants are summarized in the following paragraphs.

Fifty seven percent (57%) of the Title I pupils reported they had paid better attention in class this year. Sixty percent (60%) said they liked to read more; 55% of the pupils felt they understood their teachers better, and 62% said they came to school more often. In addition, 65% of the pupils claimed they did their homework more often, and 55% indicated they asked questions in class more frequently this year.

Eighty five (85%) of the pupils also stated they considered themselves to be contributing members of their families; 4% replied in the negative, and 12% said they were not sure. Seventy one percent (71%) felt they contributed to their class; 11% did not feel that way, and 18% indicated they were not sure.

The general feeling of the Title I pupils regarding their overall academic work is reflected in their responses to the question, "How do you feel you are doing in your school work?" Fourteen percent (14%) reported they were doing "very good", and 43% indicated they were "doing good". Forty percent (40%) said they were making fair progress, while 3% stated they were doing poorly.

Several other questions were asked of these pupils dealing with the rapport they felt they had with their parents. The Title I pupil responses to these questions are reported as follows: 73% said they did talk over their problems with their parents; 27% replied in the negative. Seventy eight percent (78%) of the pupils felt their parents did help them with their problems, while 22% were either not sure or said no.

Fourteen percent (14%) of these same pupils reported that their parents were quite faithful in visiting their schools; 28%, however, wished their parents would come to the school more often, and 59% felt they did not want their parents to visit their schools more often.

In an effort to obtain some additional information related to the background of the Title I pupils, two questions were included in the pupil instrument which elicited data about pupil part-time employment, and also the language capabilities of their parents.

Seventeen percent (17%) of the Title I pupils reported that they were employed part-time. Of these pupils, 22% said they worked one to two hours per day; 38%, three to four hours per day; 22%, five to six hours a day, and 19% stated they were employed more than six hours a day.

Eighty nine percent of the Title I pupils in the Secondary Follow-Up Reading Project reported that their parents read and wrote English. Nineteen percent (19%) said their parents also read Spanish; 4% indicated their parents read Portugese as well as English; 1% stated their parents read Polish in addition to English; 3% claimed their parents also read Italian, and 34% reported their parents either read "other" languages not listed, or they were uncertain whether or not their parents read a language other than English.

Parents of Title I pupils were also considered in the overall effort to collect data about the general academic/behavioral progress of the Title I pupils. They were asked, therefore, to react to a set of questions related to these areas. Their responses are discussed below.

Initially, they were asked how they thought their children felt they themselves were doing in school this year. Fifteen percent (15%) of the parents reported that they thought their children were quite pleased with their own progress; 37% indicated their children felt they were doing "good," while 41% stated "fair," and 3% of the parents thought their children considered themselves to be doing rather poorly. The majority of parents obviously were of the mind that their children displayed healthy and positive attitudes toward their general progress in school this year.

This conclusion is supported by the vast majority of parents (99%) who responded positively to the question: "Do you feel your child wants to get good grades?" In addition, 85% of the parents said their children liked most things about school.

The parents were also directed to provide some indication as to how they saw their children's general academic progress. Fifty three percent (53%) viewed their children's progress in school this year either as having been "very good" or "good". Forty one percent (41%) reported "fair", and 6% replied their children had done poorly.

It is of interest to note the fact that these percentages fairly well approximate those delineated in the discussion presented above regarding how the parents thought their children saw themselves in relation to their own progress in school this year.

This is not to say, however, that the parents were completely satisfied with their children's academic progress in areas related to reading improvement. On the contrary, while they seemed in general to be pleased with their children's work, the large majority (80%) indicated, for example, that they felt their children should be writing better than they were at present.

On the other hand, the realistic approach of the parents toward the Title I Program conducted in behalf of their children is reflected in their responses to other questions dealing with spelling and speaking skills. Eighty seven percent (87%) of the parents estimated that their children had improved in spelling, and 79% reported in a similar fashion about their children's improved speaking skills.

The parents were also requested to react to a set of questions concerning their children's progress in several activities related to better study habits as compared to last year. Fifty percent (50%) of the parents reported their children were spending more time studying. Thirty four percent (34%) thought their children were planning their study time better. Fifty four percent (54%) felt their children were doing their homework more often, and 42% indicated their children showed more care about the neatness and accuracy of their homework.

3.5 TITLE I PROGRAM VALUE

The sampled participants in the Secondary Follow-Up Reading Project responded to a number of questions about the overall value of the Title I Program conducted in the Newark School District during the 1972-1973 school year. These questions were designed to elicit the participants' knowledge, opinions and feelings regarding several aspects of the program.

Principals of schools in the Title I attendance areas were asked to what extent they felt the objectives for the Title I Program in their schools were being accomplished.

Fifty percent (50%) felt they were being accomplished to a great extent; 40%, to some extent, and 10% thought the objectives were being accomplished to only a little extent within the program.

It is apparent that principals generally felt that the program objectives for their respective schools were being accomplished during the 1972-1973 school year.

The principals also had the opportunity to rate the degree various significant factors within the program contributed to the success of Title I in their individual schools. Table IV-69 presents the responses in percentages.

TABLE IV–69
RATINGS OF SIGNIFICANT FACTORS RELATED TO THE SUCCESS OF TITLE I; BY PRINCIPALS

	RATING SCALE (In percentages)			
FACTORS	Contributed Very Much 1	Contributed Much 2	Contributed Little 3	No Contribution 4
Supplementary instructional equipment	78	23	–	–
Opportunities for positive change regarding pupil attitudes toward school	30	40	20	10
Project teacher(s)	50	50	–	–
Supportive pupil services (e.g., health, nutritional, psychological)	–	45	34	23
More individualized help to pupils	50	30	10	10
In-service training	15	15	29	43

Table IV-69 points up the fact that the principals, on the average, rated these various significant factors as having contributed a great deal to the success of the Title I Program in their schools. The project coordinator in the Secondary Follow-up Reading Project indicated a similar overall rating of these various factors. Of particular interest is the fact that the supplementary instructional equipment received the highest rating. In addition, it should be also singled out that the project teachers were considered as having made the next most important contribution in terms of the success of the program in their schools.

It can also be stated that the Title I in-service training activities received the lowest rating by the principals, in that, on the average, they saw these activities as having contributed "little" in relation to the program's success.

The parents of Title I pupils in the Secondary Follow-Up Reading Project were questioned about their judgement of the overall program's value during the 1972-1973 school year. The great majority of parents (97%) who completed Parent Questionnaires thought their children has been helped by the Title I Program conducted in their children's schools. Seventy six percent (76%) of these parents, however, did expect their children to get more from the program than they had gotten so far. Ninety three percent (93%) of these parents also indicated that the project teachers were helping their children when they needed it.

These data suggest the idea that while the parents' expectations of the program's effectiveness in relation to their children's improvement were not entirely met, they felt, nevertheless, that their children were definitely being helped by their involvement in the Title I activities.

The parents were particularly complementary to the principal's staff (i.e., vice-principal, clerk, teachers, etc.) in response to a question asking about the cooperation and support offered to their school's Title I Program by these various personnel. Ninety five percent (95%) of the parents reported that the principals and their staff were either "most satisfactory" or "satisfactory" in their cooperation and support of the Title I Program. Apparently, the large majority of parents of the Title I pupils in the Secondary Follow-Up Reading Project were generally happy with the compatibility that existed between the Regular School Program and the Title I Program in their respective schools.

In terms of pupil needs which should be met by the Title I Program, these same parents were asked to rate the degree of importance they placed upon the Title I Program providing help to their children in certain academic/behavioral areas. Their responses, in percentages, are presented in Table IV-70.

From the data presented in this Table, it is apparent that the parents of Title I pupils, on the average, felt it was quite important that the Title I Program help their children improve in each of the areas listed. This collective reaction of the parents, in turn, suggests two condiderations: (1) the variety of demands the parents personally place upon the program, and (2) the potential they are willing to credit to the program's capabilities of effectiving positive academic/behavioral changes in their children.

3.6 PROJECT COORDINATOR/TEACHER SUPPORTIVE SERVICES

Part of the services in Newark's Title I Program were those given to project instructional staff to assist them in their professional responsibilities. Included in these supportive services were: in-service training, specialists, and audio/visual materials. The sample of teachers and other professionals associated with the Secondary Follow-Up Reading Project were asked to react to questions concerning these services.

Eighty Two percent (82%) of the teachers, when questioned about the appropriateness of the available printed materials and textbooks they utilized in their Title I instructional activities, responded positively. They felt, in general, that these aides were appropriate for their use. An even higher percentage (88%) of project teachers reported the instructional equipment available to them was appropriate to their needs.

TABLE IV–70
TITLE I PUPIL NEEDS TO BE MET BY THE TITLE I PROGRAM: DEGREES OF IMPORTANCE; AS REPORTED BY PARENTS

AREAS	OPINION (In percentages) Very Important 1	Important 2	Little Importance 3
Improve his/her reading	81	18	1
Gain self-confidence	63	30	7
Act more obedient	60	29	12
Be proud of his/her background	70	24	6
Develop respect for the rights of others	67	27	6
Develop his/her ability to think for himself/herself	77	18	5
Develop a respect for property and materials	67	28	5
Be able to speak and write better	80	16	4
Improve his/her grades	85	13	2

The project teachers were also asked to rate the extent to which they felt the in-service training activities in which they participated since September, 1972, assisted them in their instructional treatment of Title I pupils. Table IV-71 presents their responses, in percentages.

From the data presented in Table IV-71, it is apparent that the majority of the project teachers (80%) found their reading in-service activities to have offered them the most assistance in their instructional treatment of Title I pupils. Obviously, this is in concert with the program's emphasis, i.e., reading treatment. On the average, the project teachers rated these in-service activities as either of "great assistance" or of "some assistance" to them.

The data in Table IV-71 also reveal, however, that with few exceptions, the project teachers, on the average, felt that the majority of the in-service training activities had offered them only little assistance.

As in the case of the project teachers, the reading coordinator felt the reading in-service activities greatly assisted him in his Title I responsibilities. The coordinator likewise indicated that the in-service activities dealing with administrative, management, and planning techniques, as well as dissemination techniques and procedures, together with community relations, were of great benefit to him in his Title I responsibilities.

In an effort to identify the forms of assistance the project teacher would like to have provided them in their Title I teaching efforts, these instructional personnel were asked to indicate which forms of assistance they would like. Their responses are as follows:

FORMS OF ASSISTANCE	TEACHER RESPONSES (In Percentages)
More books	47
More audio/visual aids	53
More in-service teacher training programs	59
Remodeling of facilities	59
Consultant services	53
Use of a structured reading program	24

TABLE IV–71
TITLE I IN-SERVICE TRAINING ACTIVITIES: EXTENT OF ASSISTANCE, AS DETERMINED BY PROJECT TEACHERS

	RATING SCALE (In percentages)			
IN-SERVICE ACTIVITY	Great Assistance 1	Assistance 2	Little Assistance 3	No Assistance 4
Reading	40	40	20	–
English Language Arts	33	–	33	33
English Second Language	–	50	–	50
Cultural Enrichment	–	33	33	33
New and/or innovative teaching methods and techniques	–	60	40	–
Diagnosis of Pupil Problems	–	–	100	–
Individualized Instruction	–	–	100	–
Use of Equipment and Materials	–	–	100	–
Use of School Plant and Facilities	–	–	67	33
Administrative & Management Technique	–	67	–	33
Community Relations	–	50	25	25

It is evident from these responses that a majority of the project teachers reacted strongly to two forms of assistance which appeared on the list; namely, the remodeling of facilities (59%) and more in-service teacher training programs (59%).

The project teachers were also requested to estimate the amount of time they spent in various Title I activites. They were instructed to base their estimates on the percentage of time they usually spent on a given activity proportionate to the total number of working hours in a normal school week. A summary of their responses is presented in the following paragraph.

Those teachers who responded estimated that the great majority of their time (75%), as would be expected, was spent in reading instruction; of the remaining time, 25% was devoted to English Language Arts; 20%, to sex education; 20% to the diagnosis of pupil problems; 10%, to meeting with parent/community groups; 2%, to in-service training, and 5% was directed toward the testing of Title I pupils.

3.7 PUPIL SUPPORTIVE SERVICES

In the interest of obtaining information about Title I pupil needs related to supportive services, parents were asked to identify those needs their children exhibited during the 1972-1973 school year. Table IV-72 offers the readers of this report the tabulated responses of the parents, by service needed.

TABLE IV–72
PUPIL SUPPORTIVE SERVICES NEEDED:
AS REPORTED BY PARENTS

SERVICES	PARENT RESPONSES (In Percentages)	
	YES	NO
Diagnosis of your child's educational needs	35	65
Psychological testing of your child's special problems or needs	33	67
Assistance with your child's personal and social adjustment	41	59
Referral to specialist or agency outside your child's school	16	84
Physical, dental, eye or ear examinations	49	51
Medical or dental treatment	48	52
Physical therapy	19	81

According to the responses in this Table, it is apparent that, while the services listed were identified as needed in behalf of their children by some of the parents, the majority of parents reported that their children were not in need of these services during the school year.

3.8 PARENT/COMMUNITY INVOLVEMENT

The Title I principals, the reading coordinator, and project teachers were given a number of questions related to parent/community involvement in the Title I Program. An analysis of the data collected from these specific questions reveals the following findings.

Fifty six percent (56%) of the principals said they devoted no time at all to working with Title I Parent Councils in their schools. Thirty three percent (33%) reported they devoted an average of between one to three hours a week working with Title I Parent Councils, and 11% estimated they did so between four and six hours per week. Forty four percent (44%) of the principals stated they spent between one and three hours a week working with individual parents of the Title I pupils, while 11% reported they spent between four and six hours a week working with parents of Title I pupils.

The reading coordinator indicated that he devoted four to six hours per week working with Title I Parent Councils, and one to three hours a week working with individual parents of Title I pupils. These data provide some indication of the amount of time Title I school staff and parents are directly involved with each other.

Parents of Title I pupils, when asked about the number of Title I school Parent Council meetings they had attended this year, responded in these percentages: 74% said they had not attended any; 9% replied they had been to only one meeting; 7% stated they were at two council meetings, and 12% reported they had attended three or more meetings. In addition, 14% of the parents identified themselves as voting members of their children's schools Title I Parent Councils.

Fifty six percent (56%) of the parents who completed questionnaires indicated they had been informed about the purpose of the Title I Parent Council in their children's schools; but only 5% reported they had talked about the Title I Program with members of the Title I Local School Parent Councils. Fifty three percent (53%) said they had not done so, and 41% indicated they didn't know any members.

In response to a question about the kinds and types of activities in which the parents had participated during the school year, it is evident that the greatest number of parents (42%) identified themselves as having helped their children with their homework, while the next largest number (30%) reported no involvement in any school activities.

Title I staff (principals, the coordinator and project teachers) and parents gave their estimates of the importance the individual school Title I Parent Councils held in relation to several identified activity areas.

The principals and project teachers, on the average, rated the following activity areas as being either of "some" or "little" importance:

- Improving school-community relations
- Understanding the desires of the parents and utilizing this information to improve education for the children
- Planning and coordinating Title I activities
- Obtaining community involvement in Title I Programs
- Providing for community involvement in Title I Programs
- Helping parents to find assistance in the community
- Encouraging togetherness among parents, pupils and schools.

The parents and the reading coordinator who responded to this question rated each of the activity areas identified above as being of "very" great importance with regard to the work performed by the Title I Parent Councils.

4.0 SPECIAL EDUCATION COMPONENT

4.1 INTRODUCTION

Section IV, 4.0, addresses the evaluation findings and discussion of the 1972-1973 Regular School Year Title I Program conducted in the SPECIAL EDUCATION COMPONENT. The readers of this report are reminded, therefore, that all discussion in 4.0 concerns only this component of the Title I Program, unless otherwise indicated.

4.2 SAMPLE CHARACTERISTICS

Evaluative data were collected from samples of the participants. The descriptions presented immediately below delineate the major characteristics of those participants who were included in the sample population.

PUPIL SAMPLE

The major characteristics of those Title I pupils for whom Pupil Questionnaires (Teacher Answered) were completed are delineated as follows.

Seventy two percent (72%) were male, and 28% were female.

Three percent (3%) were in Kindergarten; 3%, in grade one; 5%, in grade two; 7%, in grade three; 3%, in grade four, and 79% were ungraded.

Eighty eight percent (88%) were identified as Afro-American; 5%, Caucasian, and 6% were Spanish-surnamed American.

The major characteristics of those Title I pupils who completed their own questionnaires are described as follows.

Seventy eight percent (78%) were male; 22% were female.

Ninety five percent (95%) were Afro-American; 3%, Caucasian, and 3% were Spanish-surnamed American.
arican.

Fifty one percent (51%) were born in the city of Newark, New Jersey. Eight percent (8%) were born somewhere else in New Jersey; 34%, in a different state; 1%, in Puerto Rico.

PRINCIPAL SAMPLE

Fifty percent (50%) were male, and 50% were female. Eight percent (8%) were between ages of 26-35 years of age; 33%, between 46-55 years, and 25% were over 55 years old.

Twenty five percent (25%) described themselves as Afro-American, and 75% indicated they were Caucasian.

Seventeen percent (17%) indicated they lived in the attendance area of their respective schools; 17% lived in another part of the Newark School District. Sixty-seven percent (67%) stated they lived outside of the Newark School District.

PROJECT COORDINATOR/TEACHER SAMPLE

Thirty six percent (36%) were male, and 63% were female. Nine percent (9%) reported they were between 20-25 years of age. Nine percent (9%) were between 26-35 years of age; 36%, between 36-45 years; 18%, between 46-55 years, and 27% were over 55 years old.

Eighteen percent (18%) were Afro-American, and 82% indicated they were Caucasian.

Nine percent (9%) reported they lived in the attendance area of the school to which they were assigned. Thirty six percent (36%) stated they lived in another part of the Newark School District, and 55% said they lived outside the Newark School District.

Eighteen percent (18%) have been teachers between one and five years; 9%, between six and ten years; 45%, between 11-15 years, and 27% have been teachers 26 years or more.

Eighteen percent (18%) have taught in the Newark School District between one and five years; 9%, between six and ten years; 45%, between 11-15 years; 9%, between 21-25 years, and 18% have taught in the Newark School District 26 years or more.

Fifty five percent (55%) have taught in their current schools from one to five years. Twenty seven percent (27%) have taught in their current schools from 11 to 15 years; 9%, from 21 to 25 years, and 18%, 26 years or more.

Nine percent (9%) reported they had taken no semester hours of graduate work; 9% had taken between one and twenty hours; 27%, between 21-30 hours; 36%, between 31-40 hours, 9%, between 41-50 hours, and 9% had taken more than 60 semester hours of graduate work.

TITLE I TEACHER AIDE SAMPLE

All (100%) were female.

Twenty three percent (23%) reported they were between 26-35 years old; 43%, between 36-45 years of age; 27%, between 46-55 years, and 8% stated they were over 55 years of age.

Forty two percent (42%) were Afro-American and, 58% were Caucasian.

Fifty eight percent (58%) reported they lived in the attendance area of the school to which they were assigned, and 42% stated they lived in another part of the Newark School District.

Four percent (4%) said they were new teacher aides; 8% stated they had been teacher aides one year; 19%, two years; 8%, three years; 8%, four years; 15%, five years; 23%, six years, and 15% reported they had been teacher aides for seven years.

4.3 IMPROVEMENT OF READING ACHIEVEMENT

Evaluative data on the improvement of reading achievement were collected by means of survey instruments (questionnaires), testing programs and classroom observations. The findings from an analysis of these data are presented in the paragraphs below.

Indicative of the positive attitudes Title I pupils have toward their reading instructions is the fact that 98% of the sampled pupils reported they liked to learn to read. Teachers who completed questionnaires about Title I pupils were quite positive in their responses regarding reading improvement by pupils involved in the extra reading instructions. Eight-eight percent (88%) of the teachers judged that the pupils' ability to read had improved.

Seventy eight percent (78%) of the teachers likewise estimated that the extra reading classes had given the pupils more confidence in their ability to read. Supporting this estimate is the additional fact that 81% of the teachers felt the pupils appeared to enjoy their reading activities.

These same teachers were also asked about the changes that had occurred during this year in the academic performance of the Title I pupils for whom they were completing questionnaires. The reading proficiency of pupils was one of the items the teachers were requested to rate on a scale of four ranging from one equals "great improvement" to four equals "change for the worse." The teachers, on the average, rated the pupil's reading proficiency as "improved."

The attitudes of the Title I pupils who completed their own questionnaires were explored still further by a set of questions designed to elicit their feelings and opinions about reading activities in general. They were asked to indicate if they liked to read more now than before they received the extra reading instructions. Ninety-five percent (95%) replied that they did. In addition, 89% indicated they liked to take books home from the school library.

In an effort to widen the data base about Title I pupils' reading improvement, parents were asked to indicate how they felt about their childrens' reading abilities "at the present time." Ninety one percent (91%) of the parents said they were of the mind that their children should be reading better than they were at the present time. Only 9% reported they were of the opinion that their children were currently reading as well as could be expected.

Parents of Title I pupils were also provided the opportunity to react to several questions related to their childrens' attitudes toward reading outside of school, e.g., in the home. Sixty one percent (61%) of the parents reported their children like to read at home, and 35% indicated their children brought home more library books than in previous years.

Principals rated the contribution they felt the Title I reading intervention was making toward the overall success of the program in their respective schools. It can be inferred that to the extent they saw the reading intervention as contributing to the program's success, to a similar extent, it generally contributed to the participating pupils' reading improvement.

Sixty four percent (64%) of the principals estimated that the Title I reading intervention activities contributed "very much" to the success of the program in their schools, while 37% of the principals indicated that these activities provided "much" contribution to the Title I Program in the individual schools.

The findings presented in the preceding paragraphs regarding Title I reading improvement provide the following conclusions:

1. Title I personnel, as well as Title I pupils who were included in the questionnaire sample, generally felt there had been improvement in the pupils' reading achievement as a result of the Title I reading intervention activities. In addition, these respondents also indicated the Title I pupils evidenced constructive and positive attitudes about themselves in relation to their reading achievements and their school environment.

   The significance of the above conclusion may very well lie in the fact that these personnel and pupils exhibited, for the most part, attitudes and opinions about the Title I Program in the Newark School District that can be considered essential to the success of any instructional program of this nature; i.e., the healthy presence of positive motivation toward the learning effort on the part of the participants.

2. The majority of parents who completed questionnaires obviously felt their children should have been reading better than they were. This is not to infer, however, that these parents denied the

beneficial effects of the Title I Program in helping their children to improve in reading, for 91% of these same parents reported that the program did indeed help, and 97% felt the program had generally benefited their children. In addition, 87% of these parents indicated the Title I Program had helped to improve their children's attitude toward school itself.

From these findings it can be inferred that while the majority of parents felt their children should be reading better, they were pleased with the efforts being made through Title I to provide their youngsters with supplementary instructional assistance.

Title I project coordinators/teachers were also requested to estimate the degree of importance they placed upon the need for further revision of the 1972-1973 program objectives which related to reading improvement.

Eighteen percent (18%) of the coordinators/teachers placed great importance on the need for further revision. Seventy three percent (73%) of the coordinators/teachers placed some importance on this specific need, while 9% of them rated this need as being of no importance.

In responding to an additional question related to these same objectives which elicited the amount of assistance they felt the revisions and modifications of the 1972-1973 objectives gave them, 10% of the coordinators/teachers reported they had found the revised program objectives to have been of great assistance to them in their Title I responsibilities. Sixty percent (60%) of them indicated some assistance, while 30% of the coordinators/teachers stated they had found little assistance in these revisions.

From the data presented above it can be determined that the project coordinators/teachers, on the average, judged that the 1972-1973 revised program objectives were of some assistance to them, and the further revision of these objectives was of importance to their own Title I activities.

A list of various reading materials, methods, and programs used in the Title I Program was presented to the project teachers, and they were asked to identify which of these aids they utilized in their instructional treatment. Table IV-73 delineates the results of this particular survey item, in percentages of project teachers responding, by specific reading materials, method, and programs. (Refer page IV-103)

A reading of this Table obviously indicates that the project teachers made widespread use of a variety of reading materials, methods and programs, thus providing a multidisciplinary approach in their instructional activities. This finding supports the educational concept of tailoring the treatment as much as possible to the individual needs of the pupil. It is evident that this concept was realized in practice by many of the project teachers.

In terms of the value the project teachers placed upon these various instructional aids, Table IV-74 presents their ratings, in percentages. (Refer page IV-104)

From the data presented in Table IV-74 it can be determined that the project teachers, on the average, placed great value on the majority of the reading materials, methods, and programs they utilized in their instructional activities. It can likewise be said that those teachers who made use of the *Bank Street Readers*, the *Developmental Reading Program for Visual Motor Perception (Frostig)*, the *Distar (SRA)* and the *Peabody Language Kit*, on the average, apparently placed "very great" value upon these aids. In addition, the large majority of those project teachers who elected to use other materials, methods, and programs reported they placed significant value upon these aids.

Title I pupils enrolled in Special Education schools were on the whole established in ungraded circumstances. The Special Education schools conducted classes for pupils with a wide spectrum of difficulties. Emotional disturbance, physical impairment and mental retardation which these pupils are experiencing make it difficult to class these pupils under a single categorical heading. Table IV-75 lists the

TABLE IV–73
IDENTIFICATION OF READING MATERIALS, METHODS, PROGRAMS: BY PROJECT TEACHERS

TYPES OF READING MATERIALS, METHODS, PROGRAMS	TEACHER RESPONSES IN PERCENTAGES
McGraw-Hill Programmed Reading Program	27
Ginn Basic Readers	9
Scott Foresman	64
Bank Street Readers	73
I.T.A. (Initial Teaching Alphabet)	18
Developmental Reading Program for Visual Motor Perception (Frostig)	45
Distar (SRA)	55
Readers Digest – New Skill Builders Series	27
EDL Reading Laboratories	45
Peabody Language Kit	9
Other Materials, methods, programs	82

testing information available from those special schools which administered pre tests to Title I pupils in May, 1972 and post test in May, 1973. There were no tests administered in October, 1972.

Some of the Special Education pupils were tested and scores were tabulated and reported. However, it must be noted that the variety of circumstances involved with these students is not amenable to evaluation by standardized reading achievement instruments. To compare these students, who have varied and special needs, to the norms established for the general population would tend to produce invalid inferences.

Some of the problems encountered in measuring achievement of Special Education pupils can be deduced from the following summary of comments made by Special Education teachers.

Stanford Achievement Braille and Large Print are the only authorized tests that can be used for children with sight impairment. The lowest Stanford Achievement test in Braille is Primary 1 which is geared for the second half of second grade. Thus it is impossible to test some of the children on pre primer and primer levels by standardized instruments,

The 1970 revised California tests given to some of the children this year have proven to be completely invalid in comparison with tests previously used. Nearly all children received the lowest possible score. This problem had been discussed and the agreement was reached that the scores should not go on the children's cummulative cards.

TABLE IV–74
READING MATERIALS, METHODS, PROGRAMS: VALUE RATINGS BY PROJECT TEACHERS

TYPES OF READING MATERIALS, METHODS, PROGRAMS	VALUE (In percentages)				
	Very Great	Great	Some	Little	None
McGraw–Hill Programmed Reading Program	33	67	–	–	–
Ginn Basic Readers	–	–	100	–	–
Scott Foresman	29	89	43	–	–
Bank Street Readers	50	38	13	–	–
I.T.A. (Initial Teaching Alphabet)	100	–	–	–	–
Developmental Reading Program for Visual Motor Perception (Frostig)	75	25	–	–	–
Distar (SRA)	67	17	17	–	–
Readers Digest – New Skill Builders Series	33	33	33	–	–
EDL Reading Laboratories	20	60	20	–	–
Peabody Language Kit	100	–	–	–	–
Other materials, methods, programs	67	11	22	–	–

TABLE IV–75
TITLE I SPECIAL EDUCATION PUPILS
STANDARDIZED TESTING – MAY, 1972 – MAY, 1973
READING GRADE EQUIVALENT MEAN

Grade	N	Pretest Mean G.E.	Post test Mean G.E.	Gain	Months Participating
Ungraded	591	1.9	2.1	+0.1	15

A word of caution appears necessary about comparison or interpretation of the scores of children with hearing impairment against those of hearing children. Because of the deaf child's slow growth of vocabulary and difficulties with language construction, no assessment of his reading comprehension is valid until he is about 10 years old.

It is recommended that reading performance objectives for Special Education pupils be the subject of review in cooperation with personnel involved with the Special Education Program. Chief among the questions in this review would be the question of whether standardized reading achievement tests are of value for the measurement of performance of Special Education pupils.

4.4 GENERAL PUPIL ACADEMIC/BEHAVIORAL PROGRESS

The participants involved in the questionnaire survey were asked a series of questions concerning Title I pupil progress in academic areas related to reading, as well as areas dealing with general behavioral changes. The responses of the Special Education Component participants are summarized in the following paragraphs.

Eighty nine percent (89%) of the Title I pupils reported they had paid better attention in class this year. Ninety five percent (95%) said they liked to read more; 83% of the pupils felt they understood their teachers better, and 84% said they came to school more often. In addition, 77% of the pupils claimed they did their homework more often, and 72% indicated they asked questions in class more frequently this year. Sixty nine percent (69%) of the pupils stated they considered themselves important members of their families; 13% replied in the negative, and 26% said they were not sure. As for being important members of their class, 43% of the youngsters reported they were uncertain; 46% felt they were important members, and 10% of them responded that they were not.

The general feeling of the Title I pupils regarding their overall academic work is reflected in their responses to the question, "How do you feel you are doing in your school work?" Thirty six percent (36%) reported they were doing "very good", and 44% indicated they were "doing good." Nineteen percent (19%) said they were making fair progress, while 1% stated they were doing poorly.

In conjunction with the above question, several others were asked of these pupils dealing with the rapport they felt they had with their parents. The Title I pupil responses to these questions are reported as follows: 72% said they did talk over their problems with their parents; 28% replied in the negative.

The academic/behavioral changes of Title I pupils were also explored via the Pupil Questionnaire (Teacher Answered). Teachers who completed these instruments were directed to respond to several questions related to these areas. Their responses are presented immediately below. Teachers were asked to indicate the changes in the pupils' academic performance and behavior during the school year as a result of the Title I treatment. Table IV-76 delineates the reactions of the teachers, in percentages, to a list of pupil characteristics, in terms of estimated degrees of change.

From Table IV-76 it is apparent that the large majority of teachers saw definite improvement in the above listed characteristics of the Title I pupils for whom they completed questionnaires. It can be stated, therefore, that, on the average, the teachers who responded to this question felt the pupils had evidenced academic/behavioral improvement as a result of the Title I treatment during the 1972-1973 school year.

In an attempt to identify the needs of these same pupils from the teacher's perspective, an additional question was inserted in the Pupil Questionnaire (Teacher Answered) that addressed the extent to which teachers felt the pupils required certain specific programs. Table IV-77 presents the responses of the teachers, in percentages, to a list of potential programs needed by the pupils whom they were describing. (Refer page IV-107)

TABLE IV–76
TITLE I PUPIL ACADEMIC/BEHAVIORAL CHANGES: AS REPORTED BY TEACHERS

CHARACTERISTICS (Areas of Change)	DEGREE OF CHANGE Great Improvement 1	Improvement 2	No Change 3	Change for the Worse 4
Understanding of oral instruction	15	71	14	–
Understanding of written instruction	7	62	31	1
Attendance	14	49	33	5
Oral Expression	16	55	28	1
Responsibility in completing class assignment	17	58	24	2
Behavior in class	20	50	26	4
Interest in English (Language arts)	15	47	36	2
Pupil's self-image	16	58	25	2
Writing ability	10	59	30	1
Vocabulary identification	10	61	29	1
Vocabulary usage	15	63	21	1
Pronunciation	14	63	22	1
Spelling	13	55	32	1
Story Telling	10	36	53	1
Interest in Reading	18	53	28	1
Relationship with other pupils	18	54	26	2
Relationship with teachers	21	54	22	2
Social consciousness	15	61	23	1

TABLE IV–77
TITLE I PUPIL NEEDS: AS REPORTED BY TEACHERS

PROGRAM(S)	EXTENT NEEDED (In percentages) Very Much	Much	Little	Not Needed
Special reading	38	44	18	–
Special health program	9	25	44	22
Special language arts program	33	45	22	–
Special psychological/counseling program	18	23	37	22
Special bilingual program	4	6	8	82
Expanded food program	13	24	28	35
Special cultural program	24	41	25	10
Special work experience program	26	28	7	39

Table IV-77 reveals the following findings. The majority of the teachers estimated that the Title I pupils were definitely in need of special reading programs. On the other hand, 66% of the teachers saw little or no need for special health programs. In regard to the provision for special language arts programs, the teachers, on the average, estimated there was some need. On the average, they considered the need for special bilingual programs to be minimal.

Again, in terms of needs, the teachers were directed to identify which level of reading materials would be most appropriate for the Title I pupils in the next school year. Fifteen percent (15%) of the teachers selected materials that are a grade level or more above in difficulty; 18% selected materials that are at grade level in difficulty; 9% identified materials at half grade level below in difficulty, and 37% felt materials that are a grade level or more below in difficulty were most appropriate for the Title I pupils in Kindergarten through grade three. The remaining teachers (21%) judged that none of the above alternatives were applicable to the pupils for whom they were responding.

Parents of Title I pupils were also considered in the overall effort to collect data about the general academic/behavioral progress of the Title I pupils. They were asked, therefore, to react to a set of questions related to these areas. Their responses are discussed below.

Initially, they were asked how they thought their children felt they themselves were doing in school this year. Twenty nine percent (29%) of the parents reported that they thought their children were quite pleased with their own progress; 45% indicated their children felt they were doing "good," while 21% stated "fair," and 5% of the parents thought their children considered themselves to be doing rather poorly. In short, the majority of parents were of the mind that their children displayed healthy and positive attitudes toward their general progress in school this year.

This conclusion is supported by the vast majority of parents (99%) who responded positively to the question: "Do you feel your child wants to get good grades?". In addition, 89% of the parents said their children liked most things about school.

The parents were also directed to provide some indication as to how they saw their children's general academic progress. Sixty percent (60%) viewed their children's progress in school this year either as having been "very good" or "good". Thirty three percent (33%) reported "fair", and 5% replied their children had done poorly.

This is not to say, however, that the parents were completely satisfied with their children's academic progress in areas related to reading improvement. On the contrary, while they seemed in general to be pleased with their children's work, the majority (87%) indicated, for example, that they felt their children should be writing better than they were at present.

On the other hand, the realistic approach of the parents toward the Title I Program conducted in behalf of their children is reflected in their responses to other questions dealing with spelling and speaking skills. Seventy eight percent (78%) of the parents estimated that their children had improved in spelling, and 87% reported in a similar fashion about their children's improved speaking skills.

The parents were also requested to react to a set of questions concerning their children's progress in several activities related to better study habits as compared to last year. Forty three percent (43%) of the parents reported their children were spending more time studying. Twenty six percent (26%) thought their children were planning their study time better. Fifty one percent (51%) felt their children were doing their homework more often, and 48% indicated their children showed more care about the neatness and accuracy of their homework.

The 1972-1973 Title I Program design called for the implementation of Cultural Enrichment Activities in support of the instructional treatment provided the Title I pupils. These activities consisted of on-premise (within the school environment) and off-premise (field trips) group functions. In an effort to determine the types and kinds of activities provided to the pupils during the school year, the survey participants were asked to respond to several questions which addressed this sphere of the program. Their responses are reported below.

Four percent (4%) of the Title I pupils went on trips to the zoo. Twenty seven percent (27%) visited museums; 15% viewed stage plays; 9% were entertained at movie theatres; 31% indicated they went "other places", and 15% stated they had not taken any field trips during the year. In reference to the last statement it should be noted, however, that a number of the individual schools in the Title I attendance areas had planned to implement their field trip activities subsequent to the administration of this questionnaire survey.

Teachers who responded for Title I pupils regarding pupil participation in Title I Cultural Enrichment Activities reported in the following percentages:

ACTIVITY	PERCENT OF TEACHERS RESPONDING
• Field trips (museums, theatre, etc.)	48
• In-school assemblies	52
• Art programs	10
• Exposure to social environment of other communities	15
• Other cultural enrichment activities	44
• None of the above	20

From these data it can be determined that the emphasis of the Cultural Enrichment Activities to which Title I pupils in the early elementary grades were exposed laid within the areas of field trips and in-school assemblies.

As to approximately how many clock hours these same pupils spent in Title I Cultural Enrichment Activities, teachers reported according to these percentages: 2% of the teachers said the pupils about whom they were completing questionnaires spent no time at all; 44% of the teachers stated from one to 10 hours; 14%, 11 to 20 hours; 3%, 21 to 30 hours; 7%, more than 30 hours, and 12% indicated they did not know.

Available district statistical documentation on Title I Cultural Enrichment Activities was also reviewed by the evaluation agency in order to broaden the description of these activities. Table IV-78 presents the findings drawn from this review and analysis.

TABLE IV–78
CONSOLIDATED STATISTICAL DATA
1972-1973 TITLE I CULTURAL ENRICHMENT ACTIVITIES
SPECIAL EDUCATION COMPONENT

	Participants				Number of Activities
	Pupils	Teachers	Adult Volunteers	Total	
ON-SCHOOL PREMISES	2,099	337	60	2,496	41
OFF-SCHOOL PREMISES	3,206	387	272	3,865	123

In the interest of providing data about the value the Title I participants actually placed upon these Cultural Enrichment Activities, the evaluation agency inserted in the survey instruments a series of questions designed to elicit information about participant value judgments regarding these activities. The following paragraphs summarize these data.

Title I principals, on the average, felt that this year's Cultural Enrichment Activities made a great contribution to the success of the program in their respective schools.

Project coordinators/teachers responded in a fashion similar to the principals in that they judged, on the average, that these activities had been of much assistance to them in their Title I instructional efforts during the year. They likewise indicated that the presence of such Cultural Enrichment Activities in the Title I Program was of importance to them in relation to their instructional pursuits.

4.5 TITLE I PROGRAM VALUE

The sampled participants in the Special Education Component responded to a number of questions about the overall value of the Title I Program conducted in the Newark School District during the 1972-1973 school year. These questions were designed to elicit the participants' knowledge, opinions and feelings regarding several aspects of the program.

Principals of schools in the Title I attendance areas were asked to what extent they felt the objectives for the Title I Program in their schools were being accomplished.

Twenty five percent (25%) felt they were being accomplished to a very great extent; 58%, to a great extent, and 17% thought the objectives were being accomplished to some extent.

Teachers were asked whether or not they felt the Title I Program had contributed to the children's educational advancement beyond the regular school year. Their responses are as follows: 20%, "yes, most significantly"; 48%, "to some extent," and 30% reported negatively.

The principals also had the opportunity to rate the degree various significant factors within the program contributed to the success of Title I in their individual schools. Table IV-79 reports the data.

TABLE IV–79
RATINGS OF SIGNIFICANT FACTORS RELATED TO THE SUCCESS OF TITLE I: BY PRINCIPALS

FACTORS	RATING SCALE (In percentages) Contributed Very much 1	Contributed Much 2	Contributed Little 3	No Contribution 4
Supplementary instructional equipment	59	34	9	–
Opportunities for positive change regarding pupil attitudes toward school	25	59	17	–
Project teacher(s)	86	15	–	–
Supportive pupil services (e.g., health, nutritional, psychological)	19	19	46	19
Project coordinator	82	19	–	–
More individualized help to pupils	67	34	–	–
Teacher aides	92	9	–	–
In-service training	30	50	20	–

Table IV-79 points up the fact that the principals, on the average, felt that the majority of these various significant factors had contributed very greatly to the success of the Title I Program in their schools. Of particular interest is the fact that the project coordinators/teachers and teacher aides received the highest ratings from the principals. On the average, the principals considered the contributions of these Title I personnel to have been either of "very great" or "great" value in terms of the success of the program in their schools.

It can also be stated that the supplementary instructional equipment factor received a high rating by the principals, in that, on the average, they saw this factor as having contributed "very much" to "much" in relation to the program's success.

The parents of Title I pupils were questioned about their judgment of the overall programs' value during the 1972-1973 school year. The great majority of parents (97%) who completed Parent Questionnaires thought their children had been helped by the Title I Program conducted in their children's schools. Sixty six percent (66%) of these parents, however, did expect their children to get more from the program than they had gotten so far.

These data suggest the idea that while the parents' expectations of the program's effectiveness in relation to their children's improvement were not entirely met, they felt, nevertheless, that their children were definitely being helped by their involvement in the Title I activities.

In response to a question asking about the cooperation and support offered to their school's Title I Program by the principal's staff, 95% of the parents reported that the principals and their staff were either "most satisfactory" or "satisfactory" in their cooperation and support of the Title I Program. Apparently the large majority of parents who completed questionnaires were generally happy with the compatibility that existed between the Regular School Program and the Title I Program in their respective schools.

In terms of pupil needs which should be met by the Title I Program, these same parents were asked to rate the degree of importance they placed upon the Title I Program providing help to their children in certain academic/behavioral areas. Their responses, in percentages, are presented in Table IV-80.

TABLE IV–80
TITLE I PUPIL NEEDS TO BE MET BY THE TITLE I PROGRAM: DEGREES OF IMPORTANCE; AS REPORTED BY PARENTS

AREAS	OPINION (In percentages)		
	Very Important 1	Important 2	Little Importance 3
Improve his/her reading	84	13	3
Gain self-confidence	65	26	9
Act more obedient	67	25	7
Be proud of his/her background	73	22	6
Develop respect for the rights of others	69	25	6
Develop his/her ability to think for himself/herself	76	17	7
Develop a respect for property and materials	68	26	5
Be able to speak and write better	84	12	4

From the data presented in this Table, it is apparent that the parents of Title I pupils, on the average, felt it was quite important that the Title I Program help their children improve in each of the areas listed. This collective reaction of the parents, in turn, suggests two considerations: (1) the variety of demands the parents personally place upon the program, and (2) the potential they are willing to credit to the program's capabilities of effectiving positive academic/behavioral changes in their children.

4.6 PROJECT COORDINATOR/TEACHER SUPPORTIVE SERVICES

Part of the services in Newark's Title I Program were those given to project teachers and coordinators to assist them in their professional responsibilities. Included in these supportive services were: paraprofessionals, in-service training, specialists, and audio/visual materials. The sample of coordinators/teachers and other professionals associated with the Special Education Component were asked to react to questions concerning these services.

Ninety one percent (91%) of the coordinators/teachers, when questioned about the appropriateness of the available printed materials and textbooks they utilized in their Title I instructional activities, responded positively. They felt, in general, that these aids were appropriate for their use. All (100%) of them reported the instructional equipment available to them was appropriate to their needs.

The project coordinators/teachers were also asked to rate the extent to which they felt the in-service training activities in which they participated since September, 1972, assisted them in their instructional treatment of Title I pupils. Table IV-81 presents their responses, in percentages.

TABLE IV–81
TITLE I IN-SERVICE TRAINING ACTIVITIES: EXTENT OF ASSISTANCE; AS DETERMINED BY PROJECT COORDINATORS/TEACHERS

	RATING SCALE (In percentages)			
IN-SERVICE ACTIVITY	Great Assistance 1	Assistance 2	Little Assistance 3	No Assistance 4
Reading	27	73	–	–
English Language Arts	10	70	20	–
English Second Language	–	–	50	50
Cultural Enrichment	18	45	18	18
New and/or innovative teaching methods and techniques	22	78	–	–
Diagnosis of Pupil Problems	30	60	10	–
Individualized Instruction	27	55	9	9
Use of Equipment and Materials	27	45	27	–
Use of School Plant and Facilities	17	–	67	17
Administrative & Management Technique	25	25	50	–
Community Relations	40	30	30	–

From the data presented in Table IV-81, it is apparent that all (100%) of the project coordinators/teachers found their reading in-service activities to have offered them the most assistance in their instructional treatment of Title I pupils. Obviously, this is in concert with the program's emphasis, i.e., reading treatment. On the average, the project teachers rated these in-service activities as either of "great assistance" or of "some assistance" to them. All (100%) of them also rated 'new and/or innovative teaching methods and techniques' as either of "great assistance" or "some assistance" to them, thus pointing up their positive reaction to the program's efforts to provide the teachers with continual exposure to current teaching pedagogy.

The responses of the project coordinators/teachers as presented in Table IV-81 support the fact that efforts were made during the school year to provide these Title I personnel with in-service training appropriate and beneficial to their respective job descriptions and responsibilities.

The project coordinators/teachers were requested to answer a question that was designed to elicit information about the importance they personally placed upon the role of the teacher aides in relation to their own Title I instructional activities.

Fifty five percent (55%) of the project coordinators/teachers reported that the Title I teacher aides were of great importance to them in their own Title I instructional activities. Thirty six percent (36%) of the project coordinators/teachers placed "importance" upon the role of the teacher aides.

In regard to the extent to which the project coordinators/teachers estimated several other identified 'factors' within the program were of help to them in their Title I responsibilities during the 1972-1973 school year, Table IV-82 delineates and posts their tabulated responses in percentages.

TABLE IV–82
EXTENT TO WHICH SIGNIFICANT FACTORS IN THE TITLE I PROGRAM ASSISTED PROJECT COORDINATORS/TEACHERS: AS REPORTED BY COORDINATORS/TEACHERS

FACTORS	RATING SCALE (In percentages) Great Assistance 1	Assistance 2	Little Assistance 3	No Assistance 4
Title I Central Office Staff	36	36	27	–
Parental Involvement	45	27	27	–
Consultant Services	20	50	20	10
Instructional equipment and materials	55	36	9	–
Opportunities for professional improvement	18	55	27	–
Provision for greater intensified instructional concentration in Pre-K through grade 3	38	38	25	–
Provision for pupil supportive services, e.g., health, psychological, etc.	55	36	9	–

From the data contained in Table IV-82, it can be determined that the project coordinators/teachers, on the average, considered most of the factors listed as having been either of "great" assistance or of "some" assistance to them during the school year.

It is of interest to note that the majority of the project coordinators/teachers demonstrated a positive reaction to the 'parental involvement' factor in terms of the assistance it rendered them in their Title I responsibilities.

In an effort to identify the forms of assistance the project coordinators/teachers would like to have provided them in their Title I teaching efforts, these instructional personnel were asked to indicate which forms of assistance they would like. Their responses are as follows:

FORMS OF ASSISTANCE	COORDINATOR/TEACHER RESPONSES (In percentages)
More teacher aides	73
More books	45
More audio/visual aids	36
More in-service teacher training programs	55
Remodeling of facilities	55
Consultant services	45
Use of a structured reading program	18

It is evident from these responses that a majority of the project teachers reacted strongly to one particular form of assistance which appeared on the list; namely, more teacher aides (73%); a smaller majority (55%) expressed interest in having more in-service programs and the remodeling of facilities.

The project coordinators/teachers were requested to estimate the amount of time they spent in various Title I activities. They were instructed to base their estimates on the percentage of time they usually spent on a given activity proportionate to the total number of working hours in a normal school week. A summary of their responses is presented in the following paragraphs.

In addition to the time and effort involved in the performance of their administrative duties, the average amount of time they spent teaching reading to Title I pupils was determined as 45%. Again, on the average, they noted that 12% of their time during a normal school week was devoted to instruction in English language arts, while 8% of their time was consumed with Title I Parent Council meetings. In addition, it was estimated that, on the average, 10% of their time was taken up with the diagnosis of pupil problems and about 6% with in-service training pertaining to their own needs. Testing Title I pupils was estimated, on the average, as taking approximately 17% of their time.

Title I teacher aides were included in the administration of the evaluation instrumentation. They were provided questionnaires which contained questions eliciting information about their pre-service and in-service training sessions, their responsibilities and duties as Title I aides, as well as their personal evaluation of their Title I activities. The following paragraphs are devoted to a discussion of the data collected from these Title I personnel.

Fifty eight percent (58%) of the aides who completed questionnaires did participate in pre-service training prior to the opening of the 1972-1973 school year; 42% of the aides, however, had no pre-service training. The majority (69%) participated in in-service training. Of these, 21% spent from 11 to 15 hours in in-service training; 4%, from 16-10 hours, and 42% spent more than 25 hours in in-service training. Forty eight percent (48%) indicated that their in-service training sessions were always conducted for teacher aides only; 30% said most of the time, and 22% reported they had never attended sessions that were for teacher aides only.

The teacher aides were asked to identify the major subject areas covered by their in-service training activities. Their responses, in percentages, are delineated as follows:

	TEACHER AIDE RESPONSES (In percentages)
A. TRAINING COVERING TECHNIQUES FOR CLASSROOM ASSISTANCE:	
Conduct of drills	54
Construction of visual aids for teachers and pupils	65
Instructions on how to read to pupils	58
Instruction on how to conduct educational games for pupils	62
How to locate community resource persons who may benefit pupils's education	19
Training in operation of audio-visual devices	58
Training in methods of tutoring pupils	58
Instruction in the duties of a teacher aide	62
Instruction in how to cope with disciplinary problems	50
Instruction in classroom management	46
Training in administration and proctoring of educational test	27
Instruction in the major concepts and ideas which are the objectives of the Title I Program for the pupils you are requested to help	62
Instruction on how to supervise workbook activity while teacher instructs pupil	69
Instructions on how to supervise children on excursions, at lunchtime, during recess, etc.	58
B. TRAINING COVERING THE ROLE OF TEACHER AIDE RELATED TO COMMUNITY SERVICES:	
Instructions concerning the contributions the teacher aide can make to school instructional staff, administrative staff and community personnel	46
Training in the role the teacher aide can play by accompanying service personnel to the homes of pupils	19
Training in the role a teacher aide can play in assisting parents to understand their children's school problems	35
Training in assisting health personnel in their duties	31
Training in clerical duties expected to be performed by teacher aides	42
C. TRAINING DIRECTED TOWARD INSTRUCTIONAL TECHNIQUES:	
Reading	58
English Language arts	31
English as a second language	12
Other academic subjects	54

At least two conclusions can be drawn from the data reported above: namely, (1) the project teacher aides were exposed to a wide diversification of in-service training activities during the 1972-1973 school year; and (2) these in-service activities were most appropriate to the responsibilities (job descriptions) of the teacher aides as outlined in the TITLE I APPLICATIONFOR FISCAL YEAR 1972-1973.

Forty percent (40%) of these teacher aides reported that the in-service training helped them to a very great extent in performing their duties, while 50% indicated they were assisted either to a great extent or at least "some" extent. Ten percent (10%) felt their involvement in the teacher aide in-service trainig program during the year was of no value to them. All (100%) of them stated they were perfectly cognizant of their particular Title I duties, in that these duties had been clearly defined and explained to them.

In an effort to obtain information related to the amount of time the Title I teacher aides devoted to their various responsibilities during a normal school week, a series of questions was included in their evaluation instrument which elicited their estimates of time spent on several major Title I duties. A total of twenty six teacher aides completed questionnaires. The responses of these personnel, who responded to this particular series of questions are as follows:

Question: Please estimate the amount of time in a normal school week which is devoted to. . . .

1. Assisting directly in Title I Classrooms.

Possible Responses	Teacher Aide Responses in Actual Numbers
No time at all	0
Less than 20%	1
21-40%	1
41-60%	1
61-80%	7
More than 80%	15

2. Assisting Title I instruction through performing clerical work.

Possible Responses	Teacher Aide Responses in Actual Numbers
None at all	4
Less than 20%	16
21-40%	5
41-60%	0
61-80%	0
More than 80%	0

3. Assisting Title I pupils outside the formal classroom situtation (e.g. tutoring, etc.)

Possible Responses	Teacher Aide Responses in Actual Numbers
None at all	4
Less than 20%	11
21-40%	6
41-60%	1
61-80%	2
More than 80%	2

4. Assisting related Title I Community Services (e.g., accompanying social worker on home visits, etc.)

Possible Responses	Teacher Aide Responses in Actual Numbers
None at all	10
Less than 20%	13
21-40%	1
41-60%	1
61-80%	0
More than 80%	0

5. Assisting Special Services connected with Title I Program (e.g., working with school nurse etc.)

Possible Responses	Teacher Aide Responses in Actual Numbers
None at all	8
Less than 20%	15
21-40%	1
41-60%	0
61-80%	0
More than 80%	1

6. Performing duties in or for the school which are not part of your Title I duties.

Possible Responses	Teacher Aide Responses in Actual Numbers
None at all	18
Less than 20%	6
21-40%	1
41-60%	0
61-80%	0
More than 80%	0

It is apparent that the Title I teacher aides have been utilized to a very great extent in assisting directly in the Title I classrooms, in that the great majority of those who responded reported they spent either from 61-80% of their time, or more than 80% of their time in the Title I classrooms. This finding is in concert with the specified Title I teacher aide responsibilities identified in the TITLE I APPLICATION FOR THE 1972-1973 FISCAL YEAR.

A review of the teacher aide responses regarding "the non-classroom Title I duties" delineated above likewise suggests that the majority of these personnel were engaged in those particular duties either, not at all, or less than 20% of their time in a normal school week. Again, it would appear from these findings that the teacher aides were used, in terms of proportionate time allotments, to the best advantage of the overall Title I instructional situation; i.e., they worked most of the time directly assisting the teachers and Title I pupils in the classrooms.

In addition to providing information about the amount of time spent in their various Title I activities, the teacher aides were also asked to rate these same activities in terms of their importance to the overall success of the Title I Program.

The rating scale ranged from "very important" equals one, to "no importance" equals four. An analysis of their collective responses for each of the activities listed reveals the following findings:

1. Teacher aides, on the average, felt that those activities directly related to Title I instructional treatment were of prime importance.
2. Those activities not directly related to Title I instructional treament, but did involve some degree of personal contact with the children (e.g., monitoring Title I pupils at lunchtime, etc.), were considered by the aides to hold some importance.
3. Those responsibilities which involved activities related to supportive services (e.g., accompanying social workers on home visists) and those duties related to clerical work were judged valuable to the overall success of the Title I Program, but were not given the importance associated with the other two types.

It is evident, that in the minds of the teacher aides, their most important role lay in the area of direct Title I instructional assistance.

4.7 PUPIL SUPPORTIVE SERVICES

The Special Education Component had Title I pupil directed supportive services. A list of questions incorporating these services was included in the questionnaires administered to the Title I participants and parents. The data collected and analyzed by way of these questions are presented in the following paragraphs.

In the interest of obtaining information about Title I pupil needs related to supportive services, parents were asked to identify those needs their children exhibited during the 1972-1973 school year. Table IV-83 offers the tabulated responses of the parents, by service needed.

TABLE IV-83
PUPIL SUPPORTIVE SERVICES NEEDED:
AS REPORTED BY PARENTS

SERVICES	PARENTAL RESPONSES (In Percentages)	
	YES	NO
Diagnosis of your child's educational needs	54	46
Psychological testing of your child's special problems or needs	48	52
Assistance with your child's personal and social adjustment	49	51
Referral to specialist or agency outside your child's school	28	72
Physical, dental, eye or ear examinations	70	30
Medical or dental treatment	67	33
Physical therapy	38	62

According to the responses in Table IV-83, it is apparent that, while they identified other services required in behalf of their children, the great majority of parents reported their children were in need of physical, dental and eye or ear examinations, as well as medical or dental treatment.

Pupil supportive services were explored not only in terms of identifiable Title I pupil needs, but also in regard to the availability and actual provision of these services to pupils. The questionnaire participants, therefore, were given questions to answer about this latter aspect.

Title I pupils who completed their own evaluation instruments reacted to the question, "What help did you get from a doctor or nurse in your school this year," in the following percentages, by specified area of assistance:

AREA OF ASSISTANCE	PUPIL RESPONSES (In Percentages)
I did not see a doctor or nurse in my school this year	35
I was sick and saw the nurse	42
My teeth were looked at	41
I was tested for eyeglasses	47
My hearing was tested	16
I was hurt and was taken care of	28

Forty percent (40%) of the parents of the Title I pupils reported that their children received a diagnosis of their educational needs. Another 40% of the parents indicated their children had been provided with psychological testing; 39% said their children had been assisted with personal and social adjustments. Twenty four percent (24%) of the parents reported that their children had been referred to specialists or agencies outside the school. The majority of parents (69%) said that physical, dental, eye or ear examinations had been given to their children; 66% reported that their children had received medical or dental treatment, and 39% of the parents said that physical therapy had been rendered to their children.

A review of the data contained in Table IV-83 (Pupil Supportive Services Needed; As Reported By Parents), together with a comparison of the parent responses presented above, i.e., pupil supportive services provided, reveals that the two services, "physical, dental, eye or ear examination, and "medical or dental treatment," were considered "as needed" for their children by the majority of parents and were identified "as provided" to their children by the majority of parents during the school year.

4.8 PARENT/COMMUNITY INVOLVEMENT

An impressive effort to continue and expand parental and community involvement in the Title I program was made by the Newark School District. On the questionnaires, the Title I participants and parents gave their views about this effort.

The Title I principals were given a number of questions related to parent/community involvement in the Title I Program. An analysis of the data collected from these specific questions reveals the following findings.

The majority (92%) of principals reported they devoted an average of between one and three hours a week working with Title I Parent Councils. Sixty seven percent (67%) of the principals stated they spent between one and three hours a week working with individual parents of the Title I pupils, while 25% reported they spent between four and six hours working with the parents of Title I pupils, and 8% said they spent more than ten hours per week. These data provide some indication of the amount of time the Title I principals in the Special Education Componet and parents are directly involved with each other.

Parents of Title I pupils, when asked about the number of Local School Title I Parent Council meetings they had attended this year, responded in these percentages: 62% said they had not attended any; 13% replied they had been to only one meeting: 12% stated they were at two council meetings, and 13% reported they had attended three or more meetings. In addition, twenty nine percent (29%) of the parents identified themselves as voting members of their children's schools Title I Parent Councils.

Ninety six percent (96%) of the parents who completed questionnaires indicated they felt the Title I Parent Councils in their children's schools were doing a good job. Thirty five percent (35%) reported they had talked about the Title I Program with members of the Title I school Parent Councils; 30% said they had not done so, and 33% indicated they didn't know any members.

In order to elicit data about the kinds and types of activities in which the parents of Title I pupils in the Special Education Component had participated during the school year, a list of activities was presented to them for their reactions. Table IV-84 delineates their collective responses to each activity, in percentages.

TABLE IV-84
INVOLVEMENT IN TITLE I ACTIVITIES: AS REPORTED BY PARENTS OF TITLE I PUPILS

ACTIVITIES	PARENTAL INVOLVEMENT (In Percentages)
Individual conference with Title I teachers	17
Worked on Title I Parent Council	14
Attended meetings of the Title I Parent Council	25
Attended PTA meetings	27
Volunteered to help in school library	8
Volunteered as a tutor	8
Volunteered to help Title I Project Teachers and teacher aides on a class trip	14
Helped my child with his/her homework	67
Acted as a chaperone at a school function	8
Attended group meetings to learn how to help my child with his/her homework	16
Other activities not listed here	17
Have not been involved in any school activities	32

The data presented in Table IV-84 offer some indication of the amount of involvement in which the parents of Title I pupils in the Special Education Component were engaged in the activities listed above. It is evident that the greatest number of parents (67%) identified themselves as having helped their children with their homework, while the next largest percentage (32%) reported they had not been involved in any school activities.

Title I staff (principals, coordinators/teachers and parents) gave their estimates of the importance the individual school Title I Parent Councils held in relation to several identified activity areas. Each of these data sources, on the average, noted the following activity areas as being either "very important" or of "some importance" in terms of the work performed by these councils:

- Improving school-community relations
- Understanding the desires of the parents and utilizing this information to improve education for the children
- Planning and coordinating Title I activities
- Obtaining community involvement in Title I Programs
- Providing for community involvement in Title I Programs
- Helping parents to find assistance in the community
- Encouraging togetherness among parents, pupils and schools

Title I principals were also asked to determine the extent to which they felt the Title I Parent Councils in their individual schools should be involved in the activities listed above. The consensus of opinion among these personnel was that the Title I Parent Councils should be involved in these activities to a great extent.

The Title I principals in the Special Education Component were likewise requested to report the number of meetings their schools' Title I Parent Councils held this year to date (March, 1973). Eighty three percent (83%) of the principals reported that five or more meetings had been conducted in their schools, and 17% said that four meetings had been held during the year. In addition, the majority of the principals noted they had personally attended five or more of these meetings.

In an attempt to elicit additional information from the parents of the Title I pupils about their attitudes in general regarding parental involvement, a question was asked of them concerning their feelings about parental involvement in Title I activities. Eighty one percent (81%) of the parents who completed questionnaires stated they felt that parents should become actively in Title I activities.

5.0 BILINGUAL EDUCATION COMPONENT

5.1 INTRODUCTION

Section IV, 5.0, addresses the evaluation findings and discussion of the 1972-1973 Regular School Year Title I Program conducted in the BILINGUAL EDUCATION COMPONENT. The readers of this report are reminded, therefore, that all discussion in 5.0 concerns only the Bilingual Education Component of the Title I program, unless otherwise indicated.

5.2 SAMPLE CHARACTERISTICS

Evaluative data were collected from samples of the participants. The descriptions presented immediately below delineate the major characteristics of those participants who were included in the sample population. The statistical summary of the questionnaire administration can be found in Section III, page III-5, of this report.

PUPIL SAMPLE

Grades Kindergarten – Three

Fifty one percent (51%) were male, and 49% were female

Twenty two percent (22%) were in Kindergarten ; 28% were in grade one; 30%, grade two and 20% were in grade three.

Two percent 2% were Afro-American; 97%, Spanish-surnamed American and 1% were reported as "other."

Grades Four – Six

Forty three precent (43%) were male, and 57% were female.

Forty five percent (45%) were in grade four; 28% were in grade five and 27% were in grade six.

Twenty one percent (21%) were born in the City of Newark, New Jersey. Four percent (4%) were born somewhere else in New Jersey; 4%, in a different state; 51%, in Puerto Rico; and 22% reported they were born "elsewhere."

PROJECT COORDINATOR SAMPLE

Twenty nine percent (29%) were male, and 71% were female. Thirty three precent (33%) reported they were between 20-25 years of age and 67% were between 26-35 years of age. Twenty four percent (24%) reported they lived in the attendance area of the school to which they were assigned. Thirty eight percent (38%) stated they lived in another part of the Newark School District, and 38% said they lived outside the Newark School District.

Sixty three percent (63%) have been teachers between one and five years, and 38%, between six and ten years.

Seventy five percent (75%) have taught in the Newark School District between one and five years and 25%, between six and ten years.

Fifty percent (50%) have held their present position as project coordinator for only the current school year. Twenty five percent (25%) have held their present position for two years, and 25%, for three years.

Twenty five percent (25%) reported they have taken between one and ten semester hours of graduate work; 25% have taken between 11-20 hours; 25%, between 31-40 hours and 13%, between 51-60 hours.

TEACHER SAMPLE

Twenty six percent (26%) were male, and 74% were female.

Thirty three percent (33%) reported they were between 20-25 yeras of age; 30%, between 26-35 years of age; 18%, between 36-45 years; 16% between 46-55 years and 4% indicated they were over 55 years old.

One percent (1%) stated they were American Indian; 10% reported they were Afro-American; 37%, Caucasian; 40%, Spanish-surnamed American and 3% said they were "other."

Twenty one percent (21%) stated they lived in the attendance area of the schools to which they were assigned; 18% said they lived in another part of the Newark School District, and 59% reported they lived outside the Newark School District.

Fifty three percent (53%) have been teachers between one and five years; 18% between six and ten years; 6%, between 11-15 years; 14%, between 16-20 years; 4%, between 21-25 years, and 4%, reported they have been teachers for 26 years or more.

Eighty two percent (82%) have taught in the Newark School District between one and five years; 8%, between six and ten years; 4%, between 11-15 years; 2%, between 16-20 years; 2%, between 21-25 years and 1% have taught 26 years or more in their current school. Thirty two percent (32%) have been Title I Project Teachers in Newark for one year; 27%, for two years; 21%, three years and 10%, four years.

Thirty four percent (34%) have taken no semester hours of graduate work; 19% have taken between one and ten hours; 9%, between 11-20 hours; 8%, between 21-30 hours; 10%, between 31-40 hours; 6%, between 41-50 hours; 3%, between 51-60 hours and 11% have taken more than 60 semester hours of graduate work.

COMMUNITY AIDE SAMPLE

Twenty two percent (22%) were male, and 78% were female.

Eleven percent (11%) were between the ages of 17-25 years; 44% were between the ages of 26-35 years; 33%, between 36-45 years and 22%, between 46-55 years of age.

All (100%) indicated they lived in the attendance area of the schools to which they were assigned. Fifty six percent (56%) reported they were in their first year as community aides. Eleven percent (11%) had been aides for a year and 33% had been aides for two years.

5.3 IMPROVEMENT OF READING ACHIEVEMENT

Evaluative data on the improvement of reading achievement were collected by means of survey instruments (questionnaires), testing programs and classroom observations. The findings from an analysis of these data are presented in the paragraphs below.

Indicative of the positive attitudes Title I pupils in the Bilingual Education Component have toward their reading improvement is the fact that 86% of the sampled pupils in grades four and above reported they felt their reading had improved as a result of their participation in the Title I Bilingual Education Component.

Teachers who completed questionnaires about Title I pupils (Kindergarten through grade three) were similarly positive in their responses regarding reading improvement by the Title I pupils. Ninety one percent (91%) of the teachers judged that the pupils' ability to read had improved. Eighty nine percent (89%) of the teachers likewise estimated that the Title I instructional activities had given the pupils more confidence in their ability to read. Supporting this estimate is the additional fact that 91% of these same teachers felt the pupils appeared to enjoy their reading activities.

These same teachers were also asked about the changes that had occurred during the year in the academic performance of the Title I pupils for whom they were completing questionnaires. The reading proficiency of pupils was one of the items the teachers were requested to rate on a scale of four ranging from one equals "great improvement" to four equals "change for the worse". The teachers, on the average, rated the pupils' reading proficiency as "improved".

The attitudes of the Title I pupils in grades four and above who completed their own questionnaires were explored still further by a set of questions designed to elicit their feelings and opinions about reading activities in general. They were asked to indicate if they liked to read more now than before they received the extra reading instructions. Eighty one percent (81%) replied that they did. In addition, 90% felt it was of improtance for them to read well, and 64% indicated they liked to take books home from the school library.

In an effort to widen the data base about Title I pupils' reading improvement, parents were asked to indicate how they felt about their children's reading abilities "at the present time". Sixty one percent (61%) of the parents said they were of the mind that their children were reading as well as they thought they should be at their particular age level.

Parents of Title I pupils were also provided the opportunity to react to several questions related to their childrens' attitudes toward reading outside of school, e.g., in the home. Forty three percent (43%) of the parents reported their children spend more time reading, and 52% indicated their children appeared to enjoy reading more at home than last year. Twenty five percent (25%) said their children wanted to go to the library more frequently during the school year.

Project coordinators rated the contribution they felt the Title I instructional activities were making toward the overall success of the program in their respective schools. It can be inferred that to the extent they saw the reading intervention as contributing to the program's success, to a similar extent it generally contributed to the participating pupils' reading improvement. Thirty eight percent (38%) of the project coordinators estimated that the Title I reading intervention activities contributed "very much" to the success of the program in their schools, while another 38% of the project coordinators indicated that these activities provided "much" contribution to the Title I Bilingual Program.

The findings presented in the preceding paragraphs regarding Title I reading improvement provide the following conclusions:

1. Title I personnel, as well as Title I pupils who were included in the questionnaire sample generally felt there had been improvement in the pupils' reading achievement as a result of the Title I reading intervention activities. In addition, these respondents also indicated the Title I pupils evidenced constructive and positive attitudes about themselves in relation to their reading achievements and their school environment. It is interesting to note, in support of this conclusion, that 90% of the Title I pupils in grades four and above declared they had no desire to leave school at the present time.

The significance of the above conclusion may very well lie in the fact that these school personnel and pupils exhibited, for the most part, attitudes and opinions about the Title I Blingual Program in the Newark School District that can be considered essential to the success of any instructional program of this nature; i.e., the healthy presence of positive motivation toward the learning effort on the part of the participants.

2. The majority of parents who completed questionnaires obviously felt their children were reading as well as could be expected for their age. In addition, 94% of these same parents reported that the Title I Bilingual Program had generally benefited their children. Also, 95% of these parents indicated the program had helped their children to learn to read.

From these findings it can be inferred that the majority of parents were pleased with the efforts being made through the Title I Bilingual Program to provide their youngsters with supplementary instruction assistance.

In the 1972-1973 Title I Program greater emphasis than in previous years was placed on providing supplementary reading instructions to identified Title I pupils in Kindergarten through grade three. In an attempt to elicit participant reaction to the revised reading objectives for these grades, teachers who completed questionnaires about Title I pupils were asked to indicate whether or not they felt the specific objective applicable to the particular grade level of the individual pupils for whom they were responding was possible of achievement.

Seventy six percent (76%) of the teachers judged that the Title I Pupils in Spanish-dominant classes would demonstrate a significant (five months) average grade equivalent increase in reading and mathematics (Spanish) and Oral English wnen measured by standardized tests in May, 1973. Twenty four percent (24%) of the teachers replied in the negative.

Sixty seven percent (67%) of the teachers estimated that the Title I pupils in English-dominant classes who were receiving reading intervention would demonstrate a significant (five months) average grade equivalent increase in reading comprehension and word knowledge when measured by standardized tests in May, 1973.

Title I project coordinators and classroom teachers were also requested to estimate the degree of importance they placed upon the need for further revision of the 1972-1973 program objectives which related to reading improvement. On the average, both the cordinators and the teachers placed "some" importance on the need for further revision.

In responding to an additional question related to these same objectives which elicited the amount of assistance they felt the revisions and modifications of the program objectives gave them, the coordinators and the teachers, on the average, reported they found the revised program objectives to have been of "some" assistance to them in their Title I responsibilities.

From the data presented above it can be determined that both the project coordinators and the teachers, on the average, judged that the 1972-1973 revised program objectives were of assistance to them, and the further revision of these objectives was of importance to their own Title I activities.

Two objective measuring devices were to be employed to gather data concerning the Bilingual Education Component. Participating Title I students in English-dominant classes were to complete the Metropolitan Achievement Test and participating Title I students in Spanish-dominant classes were to complete the Puerto Rican Achievement Test designed by the Department of Education in Puerto Rico.

The Puerto Rican Achievement Test was implemented in May, 1973 only. Scores for identified Title I pupils were not available at time of the publication of this report.

Metropolitan achievement post test scores provided, were predominantly those from grade 2. The small number of pupil post test scores submitted for the Bilingual Education Component upper grades did not provide data for an analysis of whether the proposed objective was achieved. The presentation of the pre and post test score comparisons for this small number of pupils would be statistically misleading for an evaluation of a Title I component of such magnitude as the Bilingual Education Component.

5.4 GENERAL PUPIL ACADEMIC/BEHAVIORAL PROGRESS

The participants involved in the questionnaire survey were asked a series of questions concerning Title I pupil progress in academic areas related to reading, as well as areas dealing with general behavioral changes. The responses of the Bilingual Education Component participants are summarized in the following paragraphs.

Thirty two percent (32%) of the Title I pupils who completed questionnaires felt they were doing "very good" in their school work. Thirty two percent (32%) reported they were doing "good"; 32%, "fair", and 4% said they were doing poorly.

The great majority of these same pupuls indicated they were interested in getting good grades, while 72% stated they liked most things about school this year, and 86% said they tried to behave in school. On the average, they also reported they liked most of their teachers, and wanted to finish high school. Eighty seven percent (87%) found school rather pleasant, and 67% did not feel it was too difficult. Sixty six percent (66%) reported they usually understood what their teachers were saying.

Sixty nine percent (69%) of the pupils stated they considered themselves important members of their families; 3% replied in the negative, and 28% said either they felt that way at times or they were really not sure. As for being important members of their class, 22% of the youngsters reported they were uncertain; 66% felt they were important members and 13% of them responded that they were not.

In conjunction with the above question, several others were asked of these same pupils dealing with the rapport they felt they had with their parents. The Title I pupils responses to these questions are reported as follows: 85% said they did talk over their problems with the parents; and 15% replied in the negative. Ninety one percent (91%) of the pupils felt they made their parents happy, while 9% were either not sure or said no.

Eighty five percent (85%) said they liked to tell their parents about what they did and learned in school, and 74% indicated that their parents helped them with their homework.

Most of the pupils felt that their parents expected too much of them, yet 93% reported they felt their parents did understand them.

The academic/behavioral changes of Title I pupils in grades kindergarten through three were explored via the Pupil Questionnaire (Teacher Answered). Teachers who completed these instruments were directed to respond to several questions related to these areas.

Their responses are presented immediately below. Teachers were asked to indicate the changes in pupils' academic performance and behavior during the school year as a result of the Title I treatment. Table IV-85 delineates the reactions of the teachers, in percentages, to a list of pupil characteristics in terms of estimated degrees of change.

From Table IV-85, it is apparent that the large majority of teachers saw either great improvement or at least some improvement in the above listed characteristics of the Title I pupils for whom they completed questionnaires. It can be stated, therefore, that, on the average, the teachers who responded to this question felt the pupils in kindergarten through grade three had evidenced academic/behavioral improvement as a result of the Title I treatment during the 1972-1973 school year.

In an attempt to identify the needs of these same pupils from the teacher's perspective, an additional question was inserted in the Pupil Questionnaire (Teacher Answered) that addressed the extent to which teachers felt the pupils required certain specific programs. Table IV-86 presents the responses of the teachers, in percentages, to a list of programs needed by the pupils whom they were describing. **(Refer page IV-129)**

TABLE IV-85
TITLE I PUPIL ACADEMIC/BEHAVIORAL CHANGES; AS REPORTED BY CLASSROOM TEACHERS

CHARACTERISTICS (Areas of Change)	DEGREE OF CHANGE (In percentages) Great Improvement	Improvement	No Change	Change for the Worse
Understanding of oral instruction	33	60	7	–
Understanding of written instruction	25	60	15	–
Attendance	21	44	34	1
Oral expression	26	64	10	–
Responsibility in completing class assignment	24	60	15	1
Interest in reading	36	51	12	1
Behavior in class	22	53	22	2
Interest in English (Language arts)	30	56	13	1
Pupil's self-image	27	57	15	1
Writing ability	25	60	15	–
Vocabulary identification	25	61	14	–
Vocabulary usage	27	61	12	–
Pronunciation	25	64	11	–
Spelling	20	58	21	1

Table IV-86 reveals the following findings. The majority of the teachers estimated that the Title I pupils in Kindergarten through grade three were definitely in need of special bilingual programs. Eighty six percent (86%) of these teachers, however, saw little or no requirement for special education programs (speech therapy, retarded, social and emotional maladjustment) for these pupils. Only 13% indicated either a "very great" or "great" need for special health programs in behalf of these pupils. In regard to the provision for special language arts programs, the teachers, on the average, estimated there was some need. Obviously, the large majority of teachers (87%) felt there was little or no requirement for special psychological/counseling programs for pupils at those grade levels. Equally evident is the fact that, on the average, they considered the need for special reading programs to be minimal.

TABLE IV-86
TITLE I PUPIL NEEDS:
AS REPORTED BY CLASSROOM TEACHERS

PROGRAM(S)	EXTENT NEEDED (In percentages)			
	Very Much	Much	Little	Not Needed
Special reading	14	24	22	41
Special education program (speech therapy, retarded, social and emotional maladjustment	6	8	8	78
Special health program	4	9	11	75
Special language arts program	13	29	24	34
Special psychological/counseling program	4	8	12	75
Special bilingual program	33	23	14	30

Again, in terms of needs, the teachers were directed to identify which level of reading materials would be most appropriate for the sampled pupils in the next school year. Seventeen percent (17%) of the teachers selected materials that are a grade level or more above in difficulty; 35% selected materials that are at grade level in difficulty; 22% identified materials at half grade level below in difficulty and 17% felt materials that are a grade level or more below in difficulty were most appropriate for the Title I pupils in Kindergarten through grade three. The remaining teachers (5%) judged that none of the above alternatives were applicable to the pupils for whom they were responding.

Parents of Title I pupils were also considered in the overall effort to collect data about the general academic/behavioral progress of the Title I pupils. They were asked, therefore, to react to a set of questions related to these areas. Their responses are discussed below.

Initially, they were asked how they thought their children felt they themselves were doing in school this year. Forty three percent (43%) of the parents reported that they thought their children were quite pleased with their own progress; 46% indicated their children felt they were doing "average work" while 11% stated they thought their children considered themselves to be doing below average. In brief, the majority of parents were of the mind that their children displayed healthy and positive attitudes toward their general progress in school this year.

This conclusion is supported by the vast majority of parents (97%) who responded positively to the question; "Do you feel your child wants to get good grades"? In addition, 85% of the parents said their children liked most things about school, and 57% said their children were pleased to be in the Title I Program this year.

Ninety six percent (96%) of the parents thought their children had a lot of respect for their classroom teachers. Fifty percent (50%) felt their children were generally happy at school and 60% judged their children were learning a great deal. Ninety four percent (94%) indicated their children were definitely benefiting from the Title I Bilingual Program, and the teachers were doing a good job in relation to their children.

The parents were also directed to provide some indication as to how they saw their children's general academic ability and progress in school. The majority (66%) of parents thought their children were about "average", while 8% rated them "below average", and 26% reported they were uncertain.

When questioned more specifically about their children's progress in the area of Language Arts, the majority of parents who completed questionnaires reported that their children had made very satisfactory improvement in their neatness in writing, their written and oral expression, the spacing of letters in writing and the spacing of pictures.

The parents were also asked to respond to several specific questions concerning their children's academic behavior as compared to previous years.

Fifty two percent (52%) of the parents found that their children were spending more time studying. Fifty one percent (51%) thought their children were more devoted to their homework in that they got their assignments done more often and in less time than before. Thirty percent (30%), in addition, felt their children were planning their study time better; and 42% judged they were more concerned about the neatness and accuracy of their homework, while 31% indicated their children were showing more interest in doing extra study. Thirty eight percent (38%) estimated that their children were setting greater priority on their study time.

The 1972-1973 Title I Program design called for the implementation of Cultural Enrichment Activities in support of the instructional treatment provided the Title I pupils. These activities consisted of on-premise (within the school environment) and off-premise (field trips) group functions. In an effort to determine the types and kinds of activities provided to the Title I Bilingual pupils during the school year, the survey participants were asked to respond to several questions which addressed this sphere of the program. Their responses are reported below.

Twenty six percent (26%) of the Title I pupils went on trips to the zoo. Forty two percent (42%) visited museums; 26% viewed stages plays; 9% were entertained at movie theatres; 29% indicated they went "other places", 4% said they did not remember and 27% said they had not taken any field trips during the year.

Teachers who responded for Title I pupils in Kindergarten through grade three regarding pupil participation in Title I Cultrual Enrichment Activities reported in the following percentages:

ACTIVITY	PERCENT OF TEACHERS RESPONDING
Field trips (museums, theatre, etc.)	71
In-school assemblies	87
Art programs	50
Exposure to social environment of other communities	11
Other cultural enrichment activities	31
None of the above	5

From these data it can be determined that the emphasis of the Cultural Enrichment Activities to which Title I pupils in the early elementary grades were exposed lay within the areas of field trips and in-school assemblies.

As to approximately how many clock hours during the school year these same pupils spent in Title I Cultural Enrichment Activities, teachers reported according to these percentages: 2% of the teachers said the pupils about whom they were completing questionnairs spent no time at all; 52% of the teachers stated from one to 10 hours; 21%, 11 to 20 hours; 11%, 21 to 30 hours; 16%, more than 30 hours, and 4% indicated they did not know.

Available district statistical documentation of Title I Cultrual Enrichment Activities was also reviewed by the evaluation agency in order to broaden the description of these activities. Table IV-87 presents the findings drawn from this review and analysis.

TABLE IV-87
CONSOLIDATED STATISTICAL DATA
1972-1973 TITLE I CULTURAL ENRICHMENT ACTIVITIES
BILINGUAL COMPONENT

	PARTICIPANTS			TOTAL	NUMBER OF ACTIVITIES
	Pupils	Teachers	Adult Volunteers		
ON-SCHOOL PREMISES	6,231	266	337	6,834	77
OFF-SCHOOL PREMISES	4,844	231	269	5,344	77

In the interest of providing data about the value the Title I participants actually placed upon these Cultural Enrichment Activities, the evaluation agency inserted in the survey instruments a series of questions designed to elicit information about participant value judgements regarding these activities. The following paragraphs summarized these data.

Project coordinators, on the average, indicated that the Cultural Enrichment Activities provided a "very" great contribution and stressed the importance of this particular segment of the Title I Program in relation to their own responsibilities.

Classroom teachers judged, on the average, that these activities had been of some assistance to them in their Title I instructional efforts during the year. They likewise indicated that the presence of such cultural enrichment activities in the Title I Program was of importance to them in relation to their instructional efforts.

5.5 TITLE I BILINGUAL PROGRAM VALUE

The sampled participants in the Bilingual Education Component responded to a number of questions about the overall value of the Title Program conducted in the Newark School District during the 1972-1973 school year. These questions were designed to elicit the participants' knowledge, opinions and feelings regarding several aspects of the program.

Project coordinators were asked to what extent they felt the objectives for the Title I Program in their schools were being accomplished. Their responses are as follows: 25%, to a very great extent; 63%, to a great extent, and 12% reported that the objectives were being accomplished to some extent.

The project coordinators also had the opportunity to rate the degree various significant factors within the program contributed to the success of Title I in their individual schools. Table IV-88 presents their responses in percentages.

Table IV-88 indicates that the project coordinators, on the average, saw a positive contribution to the success of the Title I Program in each of the factors listed for their ratings.

The parents of Title I pupils in the Bilingual Education Component were questioned about their judgement of the overall program's value during the 1972-1973 school year. The great majority of parents (83%) who completed questionnaries though their children had been helped by the Title I Program conducted in their

TABLE IV-88
RATINGS OF SIGNIFICANT FACTORS RELATED TO THE SUCCESS OF TITLE I: BY BILINGUAL PROJECT COORDINATORS

FACTORS	RATING SCALE (In percentages)			
	Contributed Very Much	Contributed Much	Contributed Little	No Contribution
Supplementary instructional equipment	63	25	13	–
Opportunities for positive change regarding pupil attitudes toward school	50	38	13	–
Supporting pupil services (e.g., health, nutrition, psychological)	29	57	14	–
More individualized help to pupils	13	75	12	–
Community aides	50	38	13	–
In-service training	25	63	13	–

schools. Fifty five percent (55%) of the parents, in addition, said their children had gotten from the program as much as they (parents) had anticipated. Twenty two percent (22%) of these parents indicated, however, that they expected their children to have gotten more than they did.

These data suggest that while the parents' expectations of the program's effectiveness in relation to their children's improvement were not entirely met, they felt, nevertheless, that their children were definitely being helped by their involvement in the Title I Bilingual activities.

The parents were particularly complementary to the principal's staff (i.e., vice principal, clerk, teachers, etc.) in response to a question asking about the cooperation and support offered to their school's Title I Program by these various personnel. Eighty five percent (85%) of the parents reported that the principals and their staff were "quite satisfactory" in their cooperation and support of the Title I Program. Apparently the large majority of parents of the Title I pupils in the Bilingual Education Component were generally happy with the compatibility that existed between the Regular School Program and the Title I Program in their respective schools.

In terms of pupil needs which should be met by the Title I Program, these same parents were asked to rate the degree of importance they placed upon the Title I Program providing help to their children in certain academic/behavioral areas. Their responses, in percentages, are presented in Table IV-89.

From the data presented in Table IV-89, it is apparent that the parents of Title I pupils, on the average, felt it was quite important that the Title I Program help their children improve in each of the areas listed. This reaction of the parents, in turn, suggests two considerations: (1) the variety of demands the parents personally place upon the program, and (2) the potential they are willing to credit to the program's capabilities of effectiving positive academic/behavioral changes in their children.

TABLE IV–89
TITLE I PUPIL NEEDS TO BE MET BY THE TITLE I PROGRAM: DEGREES OF IMPORTANCE; AS REPORTED BY PARENTS

AREAS	OPINION (In percentages) Very Important	Important	Little Importance	Unimportant
Improve his/her reading	85	13	2	–
Gain self-confidence	74	24	2	–
Act more obedient	80	17	2	1
Be proud of his/her background	80	18	2	–
Develop respect for the rights of others	78	19	2	1
Develop his/her ability to think for himself/herself	74	23	2	1
Develop a respect for property and materials	81	17	1	1
Be able to speak and write better	86	13	1	–
Improve his/her grades	86	13	1	–

5.6 PROJECT COORDINATOR AND CLASSROOM TEACHER SUPPORTIVE SERVICES

Part of the services in Newark's Title I Program were those given to teachers and project coordinators to assist them in their professional responsibilities. Included in these supportive services were: paraprofessionals, in-service training, specialists and audio/visual materials. The coordinators, teachers and other professionals associated with the Title I Bilingual Education Component were asked to react to questions concerning these services.

Eighty percent (80%) of the teachers, when questioned about the appropriateness of the available printed materials and textbooks they utilized in their Title instructional activities, responded positively. They felt, in general, that these aids were appropriate for their use. An even higher percentage (89%) of project teachers reported the instructional equipment available to them was appropriate to their needs.

The teachers were also asked to rate the extent to which they felt the in-service training activities in which they participated since September, 1972, assisted them in their instructional treatment of Title I pupils. Table IV-90 presents their responses, in percentages.

From the data presented in Table IV-90, it is apparent that the great majority of the Bilingual teachers (85%) found their reading in-service activities to have offered them the most assistance in their instructional treatment of Title I pupils. On the average, the teachers rated these in-service activities as either of "great assistance" or "of some assistance" to them. Seventy five percent (75%) of them also rated "new and/or

TABLE IV-90
TITLE I IN-SERVICE TRAINING ACTIVITIES: EXTENT OF ASSISTANCE; AS DETERMINED BY BILINGUAL TEACHERS

IN-SERVICE ACTIVITY	RATING SCALE (In percentages) Great Assistance	Assistance	Little Assistance	No Assistance
Reading	36	49	15	–
English Language Arts	13	58	21	8
English Second Language	12	41	26	21
Cultural Enrichment	14	36	28	22
New and/or innovative teaching methods and techniques	23	52	15	10
Diagnosis of Pupil Problems	20	40	18	23
Individualized Instruction	21	38	26	15
Use of Equipment and Materials	27	40	18	16
Use of School Plant and Facilities	17	23	23	37
Administrative and Mangement Technique	8	29	21	42
Community Relations	17	31	31	21

innovative teaching methods and techniques" as either of "great assistance" or "some assistance" to them, thus pointing up their positive reaction to the program's efforts to provide the teachers with continual exposure to current teaching pedagogy.

Title I Bilingual project coordinators were also asked to respond to a similar question concerning their in-service training activities. Table IV-91 reports the responses of the coordinators, in percentages.

Table IV-91 indicates that the majority of the in-service activities in which the project coordinators participated was of great assistance to them. The activities which apparently offered the least assistance to them were those involving English Language Arts, Community Relations and dissemination techniques and procedures.

The responses of both bilingual teachers and coordinators, as presented in Tables IV-90 and IV-91 support the fact that efforts were made during the school year to provide these Title I personnel with in-service training appropriate and beneficial to their respective job descriptions and responsibilities.

The role of the community aid was also rated by the project coordinators and teachers in terms of importance and assistance to them in their Title I responsibilities.

TABLE IV-91
TITLE I IN-SERVICE TRAINING ACTIVITIES: EXTEND OF ASSISTANCE; AS DETERMINED BY BILINGUAL PROJECT COORDINATORS

IN-SERVICE ACTIVITY	RATING SCALE (In percentages) Very Great Assistance	Great Assistance	Little Assistance	No Assistance
Reading	63	25	13	–
English Language Arts	13	50	13	25
English Second Language	–	66	34	–
Cultural Enrichment	25	50	25	–
Diagnosis of pupil problems	80	20	–	–
Individualized Instruction	33	67	–	–
Use of equipment and materials	20	60	20	–
Use of school plant and facilities	50	25	25	–
Administrative, management and planning techniques	40	20	40	–
Community relations	40	20	20	20
Dissemination techniques and procedures	–	60	20	20

All (100%) of the coordinators and the great majority (94%) of the teachers rated the importance of the community aide to their own Title I activities as having been either of "great" or of "some" importance, thus indicating that the majority of both coordinators and teachers saw significant value in the services of the community aides. This statement can be further supported by the fact that only 6% of the teachers saw "little importance" in the role of the community aide in relation to their own Title I activities.

With regard to the extent these same community aides were of help to them in their Title I responsibilities during the 1972-1973 school year, over two thirds of both the project coordinators and teachers estimated that the aides were of assistance to them.

Several other factors were identified and listed in the questionnaires administered to the coordinators and teachers, and they were asked to rate the extent to which they felt these particular factors were of assistance to them.

On the average, both the project coordinators and teachers found the following factors of significant value to them in their Title I responsibilities:

- Title I Central Office Staff
- Parental Involvement
- Consultant Services
- Instructional equipment and materials
- Opportunities for professional improvement
- Provision for greater intensified instructional concentration in Pre-K through grade three
- Provision for pupil supportive services
- In service training

In an effort to identify the forms of assistance the bilingual teachers would like to have provided them in their Title I teaching efforts, these instructional personnel were asked to indicate which forms of assistance they would like. Their responses are as follows:

FORMS OF ASSISTANCE	TEACHERS RESPONSES In Percentage
More books	75
More audio/visual aids	73
More in-service teacher training programs	50
Remodeling of facilities	43
Consultant services	46
More community aides	33
Use of a structured reading program	50

It is evident from these responses that a majority of the teachers reacted strongly to two forms of assistance which appeared on the list; namely, provision for more books (75%) and more audio/visual aids (73%).

Efforts were also made to obtain a general reaction by the project coordinators to certain characteristics of the bilingual teachers. The coordinators were requested to rate these characteristics on a scale of four, ranging from one equals "excellent", to four equals "below average". The listed characteristics included the quality of work the teachers produced, their interest in work, their ability to work with others, their initiative, dependability, cooperation and punctuality. Without exception, each of these characteristics were given an average rating by the project coordinators that fell between "excellent" and "above average". This finding indicates the general positive attitude the project coordinators held in relation to the teachers in their respective schools.

Both project coordinators and teachers were requested to estimate the amount of time they spent in various Title I activities. They were instructed to base their estimates on the percentage of time they usually spent on a given activity proportionate to the total number of working hours in a normal school week. A summary of their responses is presented in the following paragraphs.

In addition to the time and effort involved in the performance of their administrative duties, the average amount of time the project coordinators spent teaching Title I pupils was determined as 7%. Again, on the average, these coordinators devoted 15% of their time during a normal school week to the scheduling and arranging of Title I activities, while 12% of their time was consumed with Title I Parent Council meetings. In addition, it was estimated that, on the average, 12% of their time was taken up with conducting in-service training for teachers and aides, and about 15% with in-service training pertaining to their own needs.

Developing curriculum materials for their Title I projects was estimated by the coordinators, on the average, as taking approximately 8% of their time; providing Title I Program dissemination materials, 11%, while 20% was devoted to observing and/or monitoring teachers in their classrooms.

A review of the project coordinators' job description, as outlined in the TITLE I APPLICATION FOR FISCAL YEAR 1972-1973, indicates that the "planned" activities and responsibilities of these Title I personnel were realized during the school year.

Those teachers who responded to a similar question estimated that on the average, 35% of their time was spent in reading instructions. Sixteen percent (16%) of their time was devoted to English as a second language; 10% to English language arts; 10%, to the diagnosis of pupil problems; 4% to meeting with parent/community groups; 15%, to in-service training and 10% was directed toward the testing of Title I pupils.

Community aides were also included in the administration of the evaluation instrumentation. They were provided questionnaires which contained questions eliciting information about their pre-service and in-service training sessions, their responsibilities and duties as Title I aides, as well as their personal evaluation of their Title I activities. The following paragraphs are devoted to a discussion of the data collected from this source.

Five of the nine Title I community aides indicated they had participated in pre-service training prior to the opening of the 1972-1973 school year. All nine of the aides reported they were involved in in-service training during the year. Seven of the nine aides had spent 21 or more hours in various in-service activities since September, 1972, and all but one of the aides felt they had benefited from these in-service sessions.

In addressing the types and kinds of in-service training activities prov[illegible]m, four of the community aides stated they had been involved in in-service training sessions that offered information concerning the objectives of the Title I Program. Six of the aides who completed questionnaires stated they had received instructions in the methods of explaining the purposes of the Title I Program and activities to parents and community groups. In addition, five of the community aides were provided instruction in the methods of offering training sessions to parents. Five of the aides indicated they received information related to social agencies and services available to parents and two aides said they participated in training for routine clerical work required for the Title I Program.

Finally, seven of the community aides were provided with general training in the duties required for working within the scope of the Title I Program. All (9) of the aides reported that their Title I duties had been clearly defined and expalined to them.

The community aides were also asked to estimate the amount of time in a normal school week they spent in fulfilling their various Title I duties.

In regard to assisting directly in Title I classrooms, three of the community aides indicated they spend no time at all in such activities, while another three estimated they spent less than 20% of their time in a normal school week, and three judged taht they were involved directly in the Title I classrooms between 21% and 40% of their time. Eight of the community aides estimated they spent the great majority of their time during a normal school week assisting Title I parents (e.g., training services, developing parental interest, etc.).

In estimating the amount of time they devoted to the performance of clerical work for Title I activities only two aides reported "no time at all"; one said, "less than 20%"; two stated they devoted between 21% and 40%; one judged between 16% and 80%, and one reported the time allotted as having been more than 80%. It is obvious from the responses of the community aides with reference to the amount of time devoted to Title I community services (e.g., visiting homes of participating Title I parents, etc.), that a great deal of their time during a normal school week was taken up with these specific functions; that is, one of the aides spent from 41% to 60% of the time, three of them spent from 61% to 80%, and four said they were involved more than 80% of their time.

When asked how much of their time was taken up with performing duties in or for the school which were not part of their Title I duties, two of the community aides reported "no time at all", five of them estimated "less than 20%" and two said between 21% and 40%.

It is apparent, from a review of the community aide "job description" outlined in the TITLE I APPLICATION FOR FISCAL YEAR 1972-1973, that the findings presented above support the fact that these aides were involved in the kinds and types of Title I activities for which they were engaged.

As to the degree of importance they personally placed upon their various Title I duties, the aides, on the average, gave great importance to all those duties listed for their rating (on a scale of four ranging from one equals" very important" to four equals "not important"). The average rating was 1.4, with "explaining the role of the schools and the Title I Program to parents and community members" and "visiting the homes of Title I pupils" receiving the highest rating of 1.1."Assisting with clerical work" received the lowest rating of 2.0.

It would seem that in the minds of the community aides, the actual contact they made with parents and community members was of prime importance in the discharge of their responsibilities.

The Title I project coordinators were provided the opportunity to give their general ratings of the community aides in their schools in reference to certain specified characteristics related to their roles in the Title I Program. On the average, the project coordinators rated the aides as either "excellent" or "above average" in the following characteristics;

- Quality of work
- Interest in work
- Ability to work with others
- Initiative
- Dependability
- Cooperation
- Punctuality

5.7 PUPIL SUPPORTIVE SERVICES

The Title I Bilingual Education Component had Title I pupil directed supportive services. A list of questions incorporating these services was included in the questionnaires administered to the Title I participants and parents. The data collected and analyzed by way of these questions are presented in the following paragraphs.

In the interest of obtaining information about Title I pupil needs related to supportive services, parents were asked to identify those needs their children exhibited during the 1972-1973 school year. Table IV-92 offers the readers of this report the tabulated responses of the parents, by service needed.

TABLE IV-92
PUPIL SUPPORTIVE SERVICES REQUIRED: AS REPORTED BY PARENTS

SERVICES	PARENT RESPONSES (In Percentages) YES	NO	DO NOT KNOW
Diagnosis of your child's educational needs	21	40	38
Psychological testing of your child's special problems or needs	20	57	23
Assistance with your child's personal and social adjustment	21	50	29
Referral to specialist or agency outside your child's school	21	65	14
Visitation(s) to your home by Title I community aides	27	67	7
Physical, dental, eye or ear examinations	66	25	9
Medical or dental treatment	55	35	10
Physical therapy	12	66	22

According to the responses in Table IV-92, it is evident that while they identified other services required in behalf of their children, the majority of parents reported their children were in need of physical, dental and eye or ear examinations, as well as medical or dental treatment.

Pupil supportive services were examined not only in terms of identifiable Title I pupil needs, but also in regard to the availability and actual provision of these services to pupils.

Forty four percent (44%) of the Title I pupils who completed their own questionnaires reported they had received an examination from a doctor in school this year. Thirty five percent (35%) said they received a physical examination; 20%, dental; 37%, eye and ear, and 21% stated they did not remember what kind of examination they received.

Twenty two percent (22%) of the parents of Title I pupils reported that their children received a diagnosis of their educational needs. Eighteen percent (18%) said their children had been assisted with personal and social adjustments. Twenty one percent (21%) of the parents reported that their children had been referred to specialists or agencies outside the school. Thirty percent (30%) stated their homes had been visited by Title I community aides. The majority of parents said that physical, dental, eye or ear examinations had been given to their children; 54% reported that their children had received medical or dental treatment and 11% of the parents said that physical therapy had been rendered to their children.

5.8 PARENT/COMMUNITY INVOLVEMENT

An impressive effort to continue and expand parental and community involvement in the Title I Bilingual Program was made by the Newark School District. On the questionnaires, the Title I participants and parents give their views about this effort.

The Title I project coordinators and teachers were given a number of questions related to parent/community involvement in the Title I Bilingual Program. An analysis of the data collected from these specific questions reveals the following findings.

The majority of project coordinators reported they devoted an average of between one to three hours a week working with Title I Parent Councils. Fifty percent (50%) of the project coordinators stated they spent between four and six hours a week working with individual parents of the Title I pupils, while another 25% of the coordinators reported they spent more than ten hours a week.

Parents of Title I pupils, when asked about the number of Title I Local School Parent Council meetings they had attended this year, responded in these percentages: 30% said they had not attended any; 12% replied they had been to only one meeting; 15% stated they were at two council meetings; 14% reported they had attended three meetings; 9% four meetings and 20%, five or more.

Over two thirds of the parents who completed questionnaires indicated they had been informed about the purpose of the Title I Parent Council in their children's schools, but only 21% reported they had talked about the Title I Bilingual Program with members of the Title I schools Parent Councils. Sixty six percent (66%) said they had not done so, and 13% indicated they didn't know any members.

In order to elicit data about the kinds and types of activities in which the parents of Title I pupils had participated during the school, a list of activities was presented to them for their reactions. Tavle IV-93 delinates their collective responses to each activity, in percentages.

The data presented in Table IV-93 offer some indication of the amount of involvement in which the parents of Title I pupils in the Bilingual Education Component were engaged in the activities listed above. It is evident that the greatest number of parents (58%) identified themselves as having helped their children with their homework, while the next largest number (46%) did attend meetings of the Title I Parent Councils. These findings suggest that the parents of the Title I pupils are primarily concerned with directly assisting their children in their instructional treatment (homework) and supporting, to some extent, their respective schools Title I Bilingual activities by attending the Parent Council meetings.

The Bilingual staff and parents gave their estimates of the importance the individual school Title I Parent Councils held in relation to several identified activity areas. Each of these data sources, on the average, noted the following activity areas as being either "very important" or of "some importance" in terms of the work performed by these councils:

- Improving school-community relations
- Understanding the desires of the parents and utilizing this information to improve education for the children
- Planning and coordinating Title I activities
- Obtaining community involvement in Title I Programs
- Providing for community involvement in Title I Programs

TABLE IV–93
INVOLVEMENT IN TITLE I ACTIVITIES: AS REPORTED BY PARENTS OF TITLE I BILINGUAL PUPILS

ACTIVITIES	PARENTAL INVOLVEMENT (In percentages)
Individual conference with Title I teachers	27
Worked on the Title I Parent Council	10
Attended meetings of the Title I Parent Council	46
Volunteered as a clerical assistant	4
Attended PTA meetings	31
Volunteered to help in school library	3
Volunteered as a tutor	2
Helped my child with his/her homework	58
Acted as a chaperone at a school function	8
Attended group meetings to learn how to help my child with his/her homework	28
Other activities not listed here	15
Have not been involved in any school activities	23

- Helping parents to find assistance in the community
- Encouraging togetherness among parents, pupils and schools

Title I project coordinators were also asked to determine the extent to which they felt the Title I Parent Councils in their individual schools should be involved in the activities listed above. The consensus of opinion among these personnel was that the Title I Parent Councils should be involved in these activities to a great extent.

The coordinators were likewise requested to report the number of meetings their schools' Title I Parent Councils held this year. All (100%) of the coordinators reported that five or more meetings had been conducted in their schools. In addition, the majority of the coordinators noted they had personally attended four or more of these meetings. The bilingual teachers, on the other hand, were less consistent in their attendance in that only 4% of them had participated in four or more Title I Parent Council meetings in their schools.

In an attempt to elicit additional information from the parents of the Title I pupils about their involvement in and contact with the program, several questions were asked of them concerning their general feelings about parential involvement in Title I activities, and the dissemination procedures utilized in the program.

Seventy five percent (75%) of the parents who completed questionnaires stated they had been informed as to the purpose of the Title I Bilingual Program in their children's schools. While various means of communication were used (e.g., Title I newsletter, community aides, mail, etc.) the majority of the parents reported that their chief source of information were their children who brought the information home. When questioned about parental involvement in general, 9% of the parents felt that parents should be actively involved in Title I activities.

6.0 PROJECT LINK

6.1 INTRODUCTION

Section IV, 6.1, addresses the evaluation findings and discussion of the 1972-1973 Regular School Year Title I Program conducted in PROJECT LINK. The readers of this report are reminded, therefore, that all discussion in 6.0 concerns only Project Link, unless otherwise indicated.

6.2 SAMPLE CHARACTERISTICS

Evaluation data were collected from samples of the participants. The descriptions presented immediately below delineate the major characteristics of those participants who were included in the sample population.

PUPIL SAMPLE

Fifty three percent (53%) were male, and 47% were female.

Fifty three percent (53%) were in grade seven, and 47% were in grade eight.

Seventy seven percent (77%) were born in the city of Newark, New Jersey. Six percent (6%) were born somewhere else in New Jersey; 13% in a different state.

Ninety six percent (96%) were Afro-American; 2% were Spanish-surnamed American and 2% were American Indian.

PROJECT LINK STAFF SAMPLE

In Project Link, there was one project coordinator, one teacher and one community aide responding to the administered questionnaires. All the respondents were women, between the ages of 36-45 and all indicated they attended the area of the school to which they were assigned.

The teacher reported that she had been a teacher between 16-20 years, and had been teaching in the Newark School District between 1-5 years.

The teacher and the community aide have been involved with the Title I Program in Newark for two years.

6.3 IMPROVEMENT OF READING ACHIEVEMENT

Evaluative data on the improvement of reading achievement were collected by means of survey instruments (questionnaires), testing programs and classroom observations. The findings from an analysis of these data are presented in the paragraphs below.

Title I pupils in grades seven and eight were asked to indicate whether or not they were receiving extra reading instruction from special reading teachers. One hundred (100) percent reported they were receiving such special instruction.

Indicative of the positive attitudes Title I pupils have toward their reading improvement because of the extra instructions is the fact that 95% of the pupils in grades seven and eight reported they felt their reading had improved as a result of the Title I reading intervention.

The attitudes of the Title I pupils in the Project who completed questionnaires were explored still further by a set of questions designed to elicit their feelings and opinions about reading activities in general. They were asked to indicate if they liked to read more now than before they received the extra reading instructions. Ninety three percent (93%) replied that they did. In addition, all (100%) felt it was of importance for them to read well, and 77% indicated they liked to take books home from the school library. Only 9% of the children ventured to say they would drop out of the extra reading instructions if they could.

In an effort to widen the data base about Title I pupil's reading improvement, parents were asked to indicate how they felt about their childrens' reading abilities "at the present time". Ninety four percent (94%) of the parents said they were of the mind that their children should be reading better than they were at the present time. Six percent (6%) reported they were of the opinion that their children were currently reading as well as could be expected.

Parents of Title I pupils were also provided the opportunity to react to several questions related to their childrens' attitudes toward reading outside of school, e.g., in the home. Sixty three percent (63%) of the parents reported their children liked to read at home, and 14% indicated their children brought home more library books than in previous years.

The project coordinator estimated that the Title I reading intervention activities contributed very much to the success of the program in her school.

The findings presented in the preceding paragraphs regarding Title I reading improvement provide the following conclusions:

1. Title I administrative and instructional personnel, as well as Title I pupils who were included in the questionnaire sample generally felt there had been improvement in the pupils' reading achievement as a result of the Title I reading intervention activities. In addition, these respondents also indicated the Title I pupils evidenced constructive and positive attitudes about themselves in relation to their reading achievements and their school environment. It is interesting to note, in support of this conclusion, that all (100%) of the Title I pupils in the Project declared they had no desire to leave school at the present time.

   The significance of the above conclusion may very well lie in the fact that these school personnel and pupils exhibited, for the most part, attitudes and opinions about the Title I Program in the Newark School District that can be considered essential to the success of any instructional program of this nature; i.e., the healthy presence of positive motivation toward the learning effort on the part of the participants.

2. The majority of parents who completed questionnaires obviously felt their children should have been reading better than they were. This is not to infer, however, that these parents denied the beneficial effects of the Title I Program in helping their children to improve in reading. Ninety seven percent (97%) of these same parents reported that the program did indeed help, and 94% felt the program had generally benefited their children. In addition, 91% of these parents indicated the Title I Program had helped to improve their children's attitude toward school itself.

From these findings it can be inferred that while the majority of parents felt their children should be reading better, they were pleased with the efforts being made through Title I to provide their youngsters with supplementary instructional assistance.

The Title I project coordinator and teacher were requested to estimate the degree of importance they placed upon the need for further revision of the 1972-1973 program objectives which related to reading improvement. Both the project coordinator and the teacher placed "some importance" on the need for further revision.

In responding to an additional question related to these same objectives which elicited the amount of assistance they felt the revisions and modifications of the 1972-1973 objectives gave them, both the project coordinator and the project teacher reported they had found the revised program objectives to have been of "great" assistance to them in their Title I responsibilities.

From the data presented above it can be determined that both the project coordinator and the teacher judged that the 1972-1973 revised program objectives were of assistance to them, and the further revision of these objectives was of importance to their own Title I activities.

The project teacher identified the types and kinds of reading materials, methods and programs she was utilizing during the school year in her Title I instructional activities. In addition, she indicated the value she personally placed upon these instructional aids. Her responses are discussed in the paragraphs immediately below.

A list of various reading materials, methods and programs used in the Title I Program was presented to the project teacher and she was asked to identify which of these aids she utilized in her instructional treatment. The teacher reported she used the *Readers Digest-New Skill Builders Series*, the *Scott Foresman Reading Program*, the *EDL Reading Laboratories* and "other materials, methods and programs".

The choice indicates that the project teacher made wide-spread use of a variety of reading materials, methods and programs, thus providing a multi-disciplinary approach in her instructional activities. This finding supports the educational concept of tailoring the treatment as much as possible to the individual needs of the pupil. It is evident that this concept was realized in practice by the project teacher.

Project Link involved only seventh and eighth grade pupils in the Science Research Associates (SRA Reading Laboratory). The pupils were definitely far behind their expected reading grade level as was reported in the Interim Title I Evaluation Report for the Newark School District. The average gain for these Project Link pupils was 0.9 grade equivalents over the testing period. The breakdown appears in Table IV-94 which shows that 59% of these pupils exceeded or achieved the performance objective established.

TABLE IV–94
PROJECT LINK
TOTAL READING GRADE EQUIVALENT
METROPOLITAN ACHIEVEMENT TEST
MEAN GRADE EQUIVALENTS, DIFFERENCES AND PERCENTAGE MEETING OBJECTIVE

Grade	N	Pretest Mean G.E.	Post test Mean G.E.	Difference Mean G.E.	N≥0.6	N≤0.6
7	25	3.0	3.8	+0.8	14	11
8	19	3.8	4.8	+1.0	12	7

6.4 GENERAL PUBLIC ACADEMIC/BEHAVIORAL PROGRESS

The participants involved in the questionnaire survey were asked a series of questions concerning Title I pupil progress in academic areas related to reading, as well as areas dealing with general behavioral changes. The responses of the Project Link participants are summarized in the following paragraphs.

Eighty one percent (81%) of the Title I pupils reported they had paid better attention in class this year. Seventy two percent (72%) said they liked to read more; 74% of the pupils felt they understood their teachers better, and 55% said they came to school more often. In addition, 68% of the pupils claimed they did their homework more often, and 51% indicated they asked questions in class more frequently this year. All (100%) of the Title I pupils reported they were interested in getting good grades in school.

Seventy percent (70%) of the pupils stated they considered themselves important members of their families; 11% replied in the negative, and 19% said they were not sure. As for being important members of their class, 47% of the youngsters reported they were uncertain; 13% felt they were important members, and 40% of them responded that they were not.

The general feeling of the Title I pupils in Project Link regarding their overall academic work is reflected in their responses to the question, "How do you feel you are doing in your school work?" Sixteen percent (16%) reported they were doing "very good", and 59% indicated they were "doing good." Twenty three percent (23%) said they were making fair progress, while 2% stated they were doing poorly.

In conjunction with the above question, several others were asked of these pupils dealing with the rapport they felt they had with their parents. The Title I pupil responses to these questions are reported as follows: 70% said they did talk over their problems with their parents; 28% replied in the negative. Eighty five percent (85%) of the pupils felt their parents did help them with their problems, while 14% were either not sure or said no.

Twenty eight percent (28%) of these same pupils reported that their parents were quite faithful in visiting their schools; 49%, however, wished their parents would come to the school more often, and 23% felt they did not want their parents to visit their schools more often.

Parents of the Title I pupils were considered in the overall collection of data about the general academic/behavioral progress of the Project Link pupils. Initially, they were asked how they thought their children felt they themselves were doing in school this year. Twenty six percent (26%) of the parents reported that they thought their children were quite pleased with their own progress; 40% indicated their children felt they were doing "good", while 34% stated "fair", and 3% of the parents thought their children considered themselves to be doing rather poorly. In brief, the majority of parents were of the mind that their children displayed healthy and positive attitudes toward their general progress in school this year.

This conclusion is supported by all of the parents who responded positively to the question: "Do you feel your child wants to get good grades?" In addition, 97% of the parents said their children liked most things about school.

The parents were also directed to provide some indication as to how they saw their children's general academic progress. Sixty percent (60%) viewed their children's progress in school this year either as having been "very good" or "good". Forty percent (40%) reported "fair", and 3% replied their children had done poorly. It is of interest to note the fact that these percentages fairly well approximate those delineated in the discussion presented above regarding how the parents thought their children saw themselves in relation to their own progress in school this year.

This is not to say, however, that the parents were completely satisfied with their children's academic progress in areas related to reading improvement. On the contrary, while they seemed in general to be pleased with their children's work, the majority (71%) indicated, for example, that they felt their children should be writing better than they were at present.

On the other hand, the realistic approach of the parents toward the Title I Program conducted in behalf of their children is reflected in their responses to other questions dealing with spelling and speaking skills. Ninety one percent (91%) of the parents estimated that their children had improved in spelling, and 85% reported in a similar fashion about their children's improved speaking skills.

The parents were also requested to react to a set of questions concerning their children's progress in several activities related to better study habits as compared to last year. Sixty three percent (63%) of the parents reported their children were spending more time studying. Thirty seven percent (37%) thought their children were planning their study time better. Sixty percent (60%) felt their children were doing their homework more often, and 69% indicated their children showed more care about the neatness and accuracy of their homework.

6.5 TITLE I PROGRAM VALUE

The sampled participants in Project Link responded to a number of questions about the overall value of the Title I Program conducted in the Newark School District during the 1972-1973 school year. These questions were designed to elicit the participants' knowledge, opinions and feelings regarding several aspects of the program.

The project coordinator was asked to what extent she felt the objectives for the Title I Program in the school were being accomplished. She responded that the objectives were being accomplished to a very great extent.

The project coordinator was also given the opportunity to rate various significant factors within the program that contributed to the success of the Title I project in her school. The project coordinator indicated that the supplementary reading instruction, the positive change regarding pupil attitudes toward school, the individualized help to pupils, the principal, teacher aides, community aides and the project teachers contributed "very much" to the success of the Title I Program. She also stated that the in-service training, supportive pupil services, cultural enrichment and the supplementary instructional equipment were helpful to the success of the program.

The parents of Title I pupils in Project Link were questioned about their judgment of the overall program's value during the 1972-1973 school year. The great majority of parents (97%) who completed Parent Questionnaires thought their children had been helped by the Title I Program. Sixty six percent (66%) of these parents, however, did expect their children to get more from the program than they had gotten so far. Ninety seven percent (97%) of these parents also indicated that the project teacher was helping their children when they needed it.

These data suggest the idea that while the parents' expectations of the program's effectiveness in relation to their children's improvement were not entirely met, they felt, nevertheless, that their children were definitely being helped by their involvement in the Title I activities.

In response to a question asking about the cooperation and support offered to their school's Title I Program by the principal's staff, 97% of the parents reported that the principals and their staff were either "most satisfactory" or "satisfactory" in their cooperation and support of the Title I Program.

Apparently, the large majority of parents of the Title I pupils in Project Link were generally satisfied with the Title I Program in their respective schools.

In terms of pupil needs which should be met by the Title I Program, these same parents were asked to rate the degree of importance they placed upon the Title I Program providing help to their children in certain academic/behavioral areas. Their responses, in percentages, are presented in Table IV-95.

From the data presented in Table IV-95, it is apparent that the parents of Title I pupils, on the average, felt it was quite important that the Title I Program help their children improve in each of the above listed areas. This collective reaction of the parents, in turn, suggests two considerations; (1) the variety of demands the parents personally place upon the program, and (2) the potential they are willing to credit to the program's capabilities of effecting positive academic/behavioral changes in their children.

TABLE IV-95
TITLE I PUPIL NEEDS TO BE MET BY THE TITLE I PROGRAM: DEGREES OF IMPORTANCE; AS REPORTED BY PARENTS

	OPINION (In percentages)		
AREAS	Very Important 1	Important 2	Little Importance 3
Improve his/her reading	88	9	3
Gain self-confidence	79	15	6
Act more obedient	65	24	12
Be proud of his/her background	70	24	66
Develop respect for the rights of others	76	18	6
Develop his/her ability to think for himself/herself	81	16	3
Develop a respect for property and materials	71	26	3
Be able to speak and write better	85	12	3
Improve his/her grades	91	6	3

6.6 PROJECT COORDINATOR/TEACHER SUPPORTIVE SERVICES

Part of the services in Newark's Title I Program were those given to project teachers and coordinators to assist them in their professional responsibilities. Included in these supportive services were: paraprofessionals, in-service training, specialists, audio/visual materials.

The project teacher, when questioned about the appropriateness of the available printed materials and textbooks she utilized in her Title I instructional activities, responded positively. She felt that these aids were appropriate. The project teacher also reported that the instructional equipment available to her was appropriate for her needs.

The project teacher was also asked to rate the extent to which she felt the in-service training activities in which she participated since September, 1972, assisted her in her instructional treatment of Title I pupils. She indicated that reading, English Language Arts, new and/or innovative teaching methods and techniques, diagnosis of pupil problems, individualized instruction and use of equipment and materials were of the greatest assistance. The project teacher's response supports the fact that efforts were made during the school year to provide in-service training appropriate and beneficial to the teacher's job description and responsibilities. However, the project coordinator indicated that the in-service training she received was of little assistance in her Title I responsibilities.

In addition to the in-service training activities, the project coordinator and teacher were asked to estimate the extent to which several other identified "factors" within the program were of help to them in their Title I responsibilities.

Both the project coordinator and the teacher indicated that the community aide, the Title I Central office staff, Parent Involvement, the principal, Title I equipment and materials, and the Title I dissemination procedures were all of great assistance. They also replied that the consultant services, the opportunities for professional imporvement, the Pupil Supportive Services, and the revision/modification of the 1972-1973 Title I program objectives were of "some" assistance.

It is of interest to note that both the project coordinator and the teacher demonstrated a positive reaction to the "Parental Involvement" factor in terms of the assistance it rendered them in their Title I responsibilities.

In an effort to identify the forms of assistance that the project teacher would like to have provided her in her Title I teaching efforts, she was asked to indicate which forms of assistance she would like. The project teacher responded that she would like more books and more audio-visual aids.

Both the project coordinator and teacher were requested to estimate the amount of time they spent in various Title I activities. They were instructed to base their estimates on the percentage of time they usually spent on a given activity proportionate to the total number of working hours in a normal school week. A summary of their responses is presented in the following paragraphs.

In addition to the time and effort involved in the performance of her administrative duties, the average amount of time the project coordinator spent teaching Title I pupils was determined as 45%. Again, the coordinator devoted 5% of her time during a normal school week to the scheduling and arranging of Title I activities, while 5% of her time was consumed with Title I Parent Council meetings. In addition, it was estimated that, on the average, 5% of her time was taken up with conducting in-service training sessions, and about 5% with in-service training pertaining to her own needs. Developing curriculum materials for her Title I projects was estimated by the coordinator as taking approximately 7% of her time; providing Title I Program dissemination materials, 5% while 5% was devoted to observing and/or monitoring Title I project teachers in their classrooms.

A review of the project coordinator's job description, as outlined in the TITLE I APPLICATION FOR FISCAL YEAR 1972-73, indicates that the "planned" activities and responsibilities of this Title I person were realized during the school year.

This was likewise the case with reference to the job description of the project teacher, also to be found in the above mentioned document. The teacher who responded to a similar question estimated that the great majority of her time, as would be expected, was spent in reading instruction; of the remaining time, 25% was devoted to individual instruction; 20%, to small group instruction; 10% to meeting with parent/community groups; 5%, to in-service training, and 5% was directed toward the testing of Title I pupils.

The Title I community aide was included in the administration of the evaluation instrumentation. She was provided a questionnaire which contained questions eliciting information about her pre-service and in-service training sessions, her responsibilities and duties as a Title I aide, as well as her personal evaluation of her own Title I activities. The following paragraphs are devoted to a discussion of the data collected from this aide.

The Title I community aide indicated that she had participated in pre-service training prior to the opening of the 1972-1973 school year.

She spent an estimated 21-25 hours in various in-service activities since September, 1972, and that her sessions were held for her "most of the time". The community aide felt the in-service training sessions were of very great benefit to her in the performance of her Title I duties.

In addressing the types and kinds of in-service training activities provided to her, the community aide stated that she had been involved in in-service training sessions that offered information concerning the objectives of the Title I Program. The community aide was also provided instruction in the methods of offering training sessions to parents. The aide indicated she likewise received information related to social agencies and services available to the parents.

The community aide was likewise provided with general training in the duties required for working within the scope of the Title I Program.

The community aide was asked to estimate the amount of time in a normal school week she spent in fulfilling her various Title I duties. The community aide estimated she spent between 61% and 80% of her normal school week assisting Title I parents (e.g., training services, developing parental interest, etc.).

It is apparent, from a review of the community aide "job description" outlined in the TITLE I APPLICATION FOR FISCAL YEAR 1972-1973, that the findings presented above support the fact that the aide was involved in the kinds and types of Title I activities for which she was engaged. As to the degree of importance she personally placed upon her various Title I duties, the aide gave high priority to the following duties; explaining the role of the schools and the Title I Program to parents and community members, visiting the homes of Title I pupils, and helping the school involve parents in the activity of their Title I children.

It would seem that in the mind of the community aide the actual contact she made with parents and community members was of prime importance in the discharge of her responsibilities.

The parents of Title I pupils in Project Link were also asked a question about the importance of the Title I community aide. Several areas of concern were listed and the parents were requested to rate the degree of importance of the community aide relative to each area. Table IV-96 provides the responses of the parents in percentages.

TABLE IV–96
IMPORTANCE OF TITLE I COMMUNITY AIDE ACTIVITIES: AS ESTIMATED BY PARENTS

	OPINION (In percentages)		
AREA	Very Important 1	Important 2	Little Importance 3
Improve school/community relations	71	26	3
Understand the desires of the parents and use this information to improve education for their children	77	23	0
Obtain community involvement and guidance in school programs	73	27	0
Help parents in finding assistance in the community	55	39	6
Encourage togetherness among parents, pupils and schools	90	7	3

From the data in Table IV-96, it can be determined that, on the average, the parents who responded to this question, felt that each of the areas listed was either of "great importance" or "some importance", in terms of the work done by the Title I community aide.

The Title I project coordinator was provided the opportunity to give her general ratings of the community aide in her school in reference to certain specified characteristics related to the aide's role in the Title I Program. The project coordinator gave the community aide a rating of "excellent" in the following areas; ability to learn, quality of work, interest in work, ability to work with others, initiative, dependability, cooperation and punctuality.

6.7 PUPIL SUPPORTIVE SERVICES

Project Link had Title I pupil directed supportive services. A list of questions incorporating these services was included in the questionnaires administered to the Title I participants and parents. The data collected and analyzed by way of these questions are presented in the following paragraphs.

In the interest of obtaining information about Title I pupil needs related to supportive services, parents were asked to identify those needs their children exhibited during the 1972-1973 school year. Table IV-97 offers the tabulated responses of the parents, by service.

TABLE IV–97
PUPIL SUPPORTIVE SERVICES NEEDED:
AS REPORTED BY PARENTS

SERVICES	PARENT RESPONSES (In Percentages)	
	YES	NO
Diagnosis of your child's educational needs	58	42
Psychological testing of your child's special problems or needs	29	71
Assistance with your child's personal and social adjustment	69	31
Referral to specialist or agency outside your child's school	31	69
Physical, dental, eye or ear examinations	67	33
Medical or dental treatment	63	37
Physical therapy	26	74

According to the responses in Table IV-97, it is apparent that, while they identified other services required in behalf of their children, the majority of parents reported their children were in need of physical, dental and eye or ear examinations, as well as medical or dental treatment.

Pupil supportive services were examined not only in terms of identifiable Title I pupil needs, but also in regard to the availability and actual provision of these services to pupils. The questionnaire participants, therefore, were given questions to answer about this latter aspect.

Title I pupils who completed their own evaluation instruments reacted to the question, "What help did you get from a doctor or nurse in your school this year?", in the following percentages:

AREA OF ASSISTANCE	PUPIL RESPONSES (In Percentages)
I did not see a doctor or nurse in my school this year	26
I was sick and saw the nurse	51
My teeth were looked at	47
I was tested for eyeglasses	66
My hearing was tested	32

Seventy percent (70%) of the parents of Title I pupils in Project Link reported that their children received a diagnosis of their educational needs. Forty two percent (42%) of the parents indicated their children had been provided with psychological testing; 61% said their children had been assisted with personal and social adjustments. Thirty two percent (32%) of the parents reported that their children had been referred to specialists or agencies outside the school. Fourteen percent (14%) stated their homes had been visited by the Title I community aide. The majority of parents said that physical, dental, eye or ear examinations had been given to their children; 59% reported that their children had received medical or dental treatment and 30% of the parents said that physical therapy had been rendered to their children.

A review of the data contained in Table IV-97 (Pupil Supportive Services Needed: As Reported By Parents), together with a comparison of the parent responses presented above (pupil supportive services provided), reveals that the two services, "physical, dental, eye or ear examinations", and "medical or dental treatment", were considered "as needed" for their children by the majority of parents and were identified "as provided" to their children by the majority of parents during the school year.

6.8 PARENT/COMMUNITY INVOLVEMENT

An impressive effort to continue and expand parental and community involvement in the Title I Program was made by the Newark School District. On the questionnaires, the Title I participants and parents gave their views about this effort.

The majority (80%) of the Title I pupils in Project Link who completed questionnaires reported that their parents helped them with their homework. Eighty five percent (85%) of them also indicated that their parents were involved with them in their problems and did help them in working toward solutions.

The project coordinator reported that she devoted an average of between one to three hours a week working with the Title I Parent Council. The coordinator also reported that she spent between one and three hours a week in reference to her working with parents of Title I pupils. This data provides some indication of the amount of time Title I school staff and parents are directly involved with each other.

Parents of Title I pupils, when asked about the number of Title I school Parent Council meetings they had attended this year, responded in these percentages: 32% said they had not attended any; 18% replied they had been to only one meeting; 26% stated they were at two council meetings, and 9% reported they had attended three meetings. In addition, fifty three percent (53%) of the parents identified themselves as voting members of their children's schools Title I Parent Councils.

Over ninety percent (90%) of the parents who completed questionnaires indicated they had been informed about the purpose of the Title I Parent Council in their children's schools, and 53% reported they had talked about the Title I Program with members of the Title I school Parent Councils. Forty one percent (41%) said they had not done so, and 6% indicated they did not know any members.

In order to elicit data about the kinds and types of activities in which the parents of Title I pupils in Project Link had participated during the school year, a list of activities was presented to them for their reactions. Table IV-98 delineates their collective responses to each activity, in percentages

TABLE IV–98
INVOLVEMENT IN TITLE I ACTIVITIES: AS REPORTED BY PARENTS OF TITLE I PUPILS

ACTIVITIES	PARENTAL INVOLVEMENT (In Percentages)
Individual conference with Title I teacher	40
Worked on Title I Parent Council	14
Attended meetings of the Title I Parent Council	51
Attended PTA meetings	77
Volunteered to help in school library	6
Volunteered as a tutor	9
Volunteered to help Title I Project Teachers and teacher aides on a class trip	77
Helped my child with his/her homework	23
Acted as a chaperone at a school function	46
Attended group meetings to learn how to help my child with his/her homework	20
Other activities not listed here	6
Have not been involved in any school activities	89

The data presented in Table IV-98 offer some indication of the amount of involvement in which the parents of Title I pupils in Project Link were engaged in the activities listed above. It is evident that the greatest number of parents (89%) identified themselves as not being involved in any school activities. Of those parents who were involved, 77% did attend PTA meetings and volunteered to help the Title I project teacher on a class trip. These findings suggest that the parents of the Title I pupils in Project Link are primarily concerned with supporting, to some extent, their respective schools by attending the PTA meetings and volunteering help to the project teacher.

The Title I staff and parents gave their estimates of the importance the school Title I Parent Council held in relation to several identified activity areas. Each of these data sources, on the average, noted the following activity areas as being "very important" in terms of the work performed by these councils:

Improving school-community relations

Understanding the desires of the parents and utilizing this information to improve education for the children

Planning and coordinating Title I activities

Obtaining community involvement in Title I Programs

Providing for community involvement in Title I Programs

Helping parents to find assistance in the community

Encouraging togetherness among parents, pupils and schools

The Title I coordinator was also asked to determine the extent to which she felt the Title I Parent Council in her school should be involved in the activities listed above. The coordinator was of the opinion that the Title I Parent Council should be involved in these activities to a great extent.

In an attempt to elicit additional information from the parents of the Title I pupils about their involvement in and contact with the program, several questions were asked of them concerning their general feelings about parental involvement in Title I activities, and the dissemination procedures utilized in the program. Ninety one percent (91%) of the parents who completed questionnaires stated they had been informed as to the purpose of the program in their children's schools. While various means of communication were used (e.g., Title I newsletter, community aide, mail, etc.), the majority of the parents reported that their chief source of information were their children who brought the information home. When questioned about parental involvement in general, 94% of the parents felt that parents should be actively involved in Title I activities.

7.0 PALEONTOLOGY PROGRAM

7.1 INTRODUCTION

Evaluation data on the Title I Paleontology Program for the 1972-1973 school year was collected through the utilization of interviews with the Title I staff, on-site visitation/observations conducted by CTC staff personnel, and an analysis of the available documentation on the process and outcomes of the Paleontology Program. The following paragraphs discuss the findings about the activities implemented in the Paleontology Program.

7.2 INTERVIEW DATA

The coordinator was interviewed in order to gain an appreciation of the program as well as provide the opportunity to examine the teaching techniques employed to reach the many children served by the program.

The coordinator summarized the overall program design and instructional procedures in the following fashion.

During the regular school year every Title I Elementary School scheduled its fifth grade groupls of Title I students into the Paleontology Program. The program, in turn, was conducted in three phases.

Phase 1

In this initial phase of the program, the staff made visitations to the Title I schools and conducted introductory lectures and demonstrations about fossils and dinosaurs. The pupils were encouraged to actively participate in the sessions. This instructional approach provided an atmosphere that had a stimulating influence on the children; i.e., the pupils were attentive, interested, and anxious to learn.

It is the belief of the program coordinator that exposure to such 'enjoyable learning situations' on the part of the pupils helps to improve their attitudes toward other instructional activities. For example, if a child is able to read the three syllable word, "dinosaur", he is motivated to exert greater efforts to read other three syllable words in his regular reading classes. In addition, it has been the experience of the staff that youngsters who are presented with the opportunity to learn about animals who lived millions of years ago react more enthusiastically than they do when confronted with a reading lesson devoid of such an attractive setting.

In the minds of the program staff, the fascination a child feels about such a subject as fossils moves him to learn. In the learning process, his confidence increases and is transferred to other academic areas. In brief, the study of fossils is not an end in itself, but rather a vehicle utilized to help the children develop their cognitive and affective powers as a whole.

It is the opinion of the evaluation agency that such a **'rationale** for learning' is sound and effective both in theory and practice. Motivation is an integral part of the learning process, and in the earlier years of a child's life, such motivation must be largely provided by an external stimulant, e.g., the teacher, the educational climate, etc. It is apparent that the Paleontology Program staff have made effective efforts to provide this stimulation to the children who participated during the school year.

Phase 2

The second phase of the program consisted of an entire day of activities for the pupils at the Newark Museum, the Central Office of the Paleontology Program. During this scheduled field trip each child was given reading materials on fossils; in addition, each child was provided the opportunity to examine various specimens, visit the planetarium and participate in a lecture/workshop conducted by the coordinator.

Phase 2 was designed to offer the participating pupils learning experiences even more real and personal than those available during Phase 1.

Phase 3

This segment of the program was the logical culmination of the prior two phases. It brought the pupils into the field, i.e., a trip to East Stroudsburg, Pennsylvania, where each child had the opportunity to search out fossils, easily identified from description sheets provided by the program staff. In addition, these sheets also outlined scenic areas of interest along the bus route, thus occupying the attention of the children during the trip.

Subsequent to their return, the pupils established a fossil museum in their own classrooms.

In summary, experiences such as those described above have shown that children quickly and naturally incorporate scientific language into their vocabulary; by so doing they broaden their own reading base. The Paleontology Program staff feel that this has been the case in regard to the children involved in the program.

7.3 ON-SITE VISITATIONS/OBSERVATIONS

The observation analysis was conducted by CTC field staff personnel at the Newark Museum. They observed several facilities in which Title I children were able to actively participate in the fossils learning situation. The demonstration area where several projects were able to be conducted at the same time was made attractive through adequate use of bulletin boards which held examples of fossils discovered and pictures of dinosaurs. As well as bulletin boards, there were areas set aside for the display of fossils, literature and examples of plastered replicas of dinosaurs created by Title I Children. Generally speaking, the evaluating agency felt that the environment was a healthy, wholesome one which contained adequate classroom lighting and ventilation as well as adequate space for the learning situation. In view of the excellent use of space, it was the feeling of the evaluators, that the museum was pleasing in its appearance. Windows allowed the daylight to roam the room reflecting upon pupil made materials and pictures of children digging for fossils.

The findings from the observations of the Paleontology Program, revealed that the pupils received instruction within an excellent climate; they participated in a very admirable fashion; and although there were inadequate instructional materials, in terms of quantity, there was a variety of these materials available to the pupils.

The major objectives of the Paleontology Program were the following:

1. To take the child out of his immediate environment under conditions where learning and activity are combined with new relationships.
2. To provide personal involvement in outdoor education using the fossils collected and related experience as a focal point that can be brought back into the classroom and the home as a nucleus around which scientific knowledge and interest can grow. The program brings past ages into the immediate present as part of a personal discovery.
3. To quickly and naturally incorporate scientific language into the child's vocabulary and techniques of observation in his experience giving him a real opportunity for success and status.

4. To provide a social interaction between urban and suburban children in the learning process on the common ground of discovery.

5. To provide presentations on different levels of sophistication in order that the same basic program can be readily adaptable to different experience levels.

The Paleontology Program coordinator instituted a pre and post test administered to every student who participated in the Paleontology Program. The following paragraph discusses this analysis.

Prior to the coordinator's lecture demonstration, a pre-test, structured to find out how much the students knew about fossils, was administered to 2,000 students who were to participate in the Paleontology Program. The pre-test consisted of right-wrong answers for fifth graders and two open-ended statements for third graders.

Subsequent to the coordinator's visit, 1500 students were then given a post test to determine how much knowledge the students retained and how much they had learned from the demonstration lecture. The scoring methods for the Paleontology testing program measured answers given in the post test as opposed to the answers given in the pre-test. Generally speaking, many of the children when administered the pre-test would respond by leaving the question blank or replying "I don't know". The results of the post test revealed that 80% of the children were able to identify key scientific terms (i.e., dinosaurs, fossils, etc.). In most cases, correct responses have been noted when the pre-test was compared to the post test. In Title I schools, school librarians have noted that library circulation of books on fossils and geology had increased as much as 50%. It has been estimated that the Title I Paleontology Program has reached an average of 2,800 youngsters and has provided for roughly 200 youngsters on field trips for this 1972-1973 school year.

In many cases the children have been able to correctly spell words associated with the Paleontology Program after their exposure to the program. The results are obviously directly related to the special emphasis on reading in the Title I Paleontology Program.

The evidence, as reported by the coordinator and on-site observers, indicates that the processes needed to achieve the objectives stated above have been successfully implemented in the 1972-1973 Paleontology Program.

8.0 EXPERIMENTAL CLASSES AT MARCUS GARVEY (AFS)

8.1 INTRODUCTION

Section IV, 8.0, addresses the evaluation findings and discussion of the 1972-1973 TITLE I EXPERIMENTAL CLASSES AT MARCUS GARVEY (AFS). The readers of this report are reminded, therefore, that all discussion in 8.0 concerns only this component of the Title I Program unless otherwise indicated.

The African Free School has been funded by Title I funds for three (3) consecutive years. In November, 1972 while the Afrikan Free School was located in Marcus Garvey, the roof caved in forcing the classes to be relocated. The Afrikan Free School classes were then transferred to 13 Belmont Avenue. The facility on Belmont Avenue as perceived by the evaluation agency was more than adequate for the needs of the children it served. The building had several rooms including a library to which the children had access. Lunch was also served to the children in the facility.

In attempting to provide the Afrikan Free School with a comprehensive evaluation, it was necessary to make several trips to AFS for purposes of establishing a framework from which to work. It was made clear that the purpose of the evaluation was to learn more about what the students liked about the program in order to attempt to better it.

8.2 SAMPLE CHARACTERISTICS

Evaluative data were collected from samples of the participants. The descriptions presented immediately below delineate the major characteristics of those participants who were included in the sample population.

8.2.1 AFS - Experimental Group

The sample characteristics for the AFS Experimental Group were as follows:

Pupil questionnaires were distributed to a sample of twenty one (21) Title I pupils in grades five, six, seven and eight who were grouped in an ungraded instructional setting. Forty three percent (43%) of the pupils responding to the pupil questionnaire were male; 57% were female. Ten percent (10%) of the pupils who responded to the pupil questionnaire were in grade five; 14% of the AFS Experimental Group were in grade six; 43% of the pupils were in grade seven, and 33% of the respondents for the AFS Experimental Group were in grade eight.

Responding to the question "where were you born", 70% of the pupils in the Experimental Group indicated they were born in the city of Newark; 10% responded they were born somewhere else in New Jersey, and 14% indicated they were born in a different state.

Questionnaires were distributed to each Title I teacher in the Experimental Group. One hundred percent (100%) of the teacher questionnaires were returned. One hundred percent (100%) of the teachers responding to the teacher questionnaire were females.

The average age of the Title I teachers was extended across two age groups; two teachers were in the 26-35 year old bracket, and two teachers were in the 36-45 year old bracket.

8.2.2 AFS - Control Group

The sample characteristics for the AFS Control Group were as follows:

Pupil questionnaires were distributed to a sample of twenty two (22) Title I pupils. Sixty eight percent (68%) of the pupils in the control group were male; 32% were female.

Fifty percent (50%) of the pupils sampled stated that they were born in the city of Newark; 9% were born somewhere else in New Jersey; 36% were born in a different state, and 5% did not respond to this question.

Questionnaires were distributed to each Title I teacher in the Control Group. Three of the teachers responding were female, and one was male.

8.3 GENERAL PUPIL ACADEMIC/BEHAVIORAL PROGRESS

8.3.1 Experimental Group

The pupils who completed questionnaires were requested to express their opinions and feelings about their own academic progress during the school year. Their responses are presented in the following paragraphs.

Thirty three percent (33%) of the pupils thought they were doing very well in their school work; 38% felt they were doing well, while 24% reported fair progress, and 5% stated they were doing poorly.

Eighty six percent (86%) of the pupils indicated they wanted to finish high school, and 76% of them expressed the desire to attend college.

These same pupils were asked to react to several statements regarding how they felt about specific aspects of their educational environment. Their responses, in percentages are as follows:

STATEMENT	OPINION		
	Yes	No	Sometimes
My teacher(s) are easy to get along with	67*	6	28
The special reading program has really helped me	83	6	11
My teacher(s) are very interested in helping me	95	-	5
I usually understand what my teacher is saying in school	79	-	21

*In percentages

Sixty two percent (62%) of the pupils felt that the AFS Program was a "pleasant" situation in which to learn, whereas 10% were negative toward the program; 14% thought the program was difficult, while 14% indicated the program was easy.

An effort was made to explore the pupils' extra-curricular reading habits. They were asked about this aspect of their education; their responses are as follows: 48% reported they read comic books; 14%, church or Sunday School books; 76%, newspapers and magazines; 62%, public library books, and 24% stated they read "other types of books" when not in school or doing homework. In addition, 67% reported they used the library as often as they had to.

Finally, when asked about their "likes" and "dislikes" regarding several instructional activities, the pupils reported as follows:

- 95% expressed a positive attitude toward reading
- 94% expressed a positive attitude toward science
- 78% expressed a positive attitude toward writing stories
- 83% expressed a positive attitude toward arithmetic

- 83% expressed a positive attitude toward language arts (English)
- 50% expressed a positive attitude toward Swahili
- 72% expressed a positive attitude toward Social Studies

The parents of the AFS Experimental Group pupils were also requested to respond to a set of questions related to their children's general academic/behavioral progress in school during the year.

Thirteen percent (13%) of the parents felt their children were doing very well in school this year; 52% said their children were doing good work, while 26% reported 'fair', and 4% reported their children were doing poorly.

Ninety six percent (96%) of the parents indicated their children were anxious to get good grades this year. A similar percentage (96%) said their children liked most things about school.

Seventy percent (70%) of the parents, however, indicated they felt their children should be reading better than they currently were reading. This is not to infer that the parents were displeased with the instructional efforts of the Title I AFS Program, for 81% reported the program had helped their children to improve in reading.

Again, while 57% of the parents estimated their children were not writing as well as they should be, 74% did state they felt the program was helping their children to write better than they had been, and 74% said their children were spelling better.

Compared to last year, more library books were being used at home by the pupils according to 87% of the parents. Sixty five percent (65%) of the parents reported that their children spent more time studying as compared to the previous year; 48% said their children planned their study time better than before; 74% indicated their children had done their homework more frequently than before, and 52% felt they showed more care about the neatness and accuracy of their homework. Eighty three percent (83%) of the parents stated their children liked to read at home.

In summary, it can be said that the questionnaire data thus far presented indicated that the majority of the pupils and parents who completed questionnaires were generally positive and favorable in their reactions to the academic/behavioral progress of the AFS Experimental Group during the 1972-1973 school year. The parents were particularly complimentary to the AFS Program in that 95% of them expressed their satisfaction with the efforts being made to render their children special instructional assistance. Their realistic approach to their children's progress is revealed in the overall perspective from which they judged the program, i.e., the program did help their children, but their children should be doing even better than they were.

The AFS Experimental Group did not participate in either portion of the district testing program so comparisons cannot be made according to the standardized test scores. Information, however, was transmitted for a locally made test that was used as a pretest and post test for the pupils in the experimental group. The results of this test appear in Table IV-99.

The value of the Control and Experimental groups in the Afrikan Free School for evaluation purposes was limited since similar testing instruments were not employed to measure gains for the two groups. A standardized instrument should be chosen and both the Control and Experimental groups in the Afrikan Free School should be pretested and post tested with this instrument over the exact same time interval.

The Afrikan Free School had pupils both in a control group and in an experimental group. The control group of 24 pupils was tested with a standardized testing instrument in October of the past school year.

TABLE IV–99
MATHEMATICS, KISWAHILI AND ENGLISH READING, HISTORY AND HEALTH*
AFRIKAN FREE SCHOOL – EXPERIMENTAL GROUP
September, 1972 – June, 1973

Subject	N**	Pretest Average	Post test Average	Difference Average	N Improving
Mathematics	21	3	4	+1	14
Kiswahili and English	21	3	5	+2	18
Reading	21	4	5	+1	20
History	21	4	4	0	7
Health	21	3	4	+1	14

*Minimum test score = 0; Maximum test score = 7
**Only pupils with both pretest and post test scores are included

The breakdown of the scores of this group appears in the Newark Interim Title I Evaluation Report. The control group, however, did not participate in the district testing program in May of 1973.

8.3.2 Control Group

The pupils who completed questionnaires were requested to express their opinions and feelings about their own academic progress during the school year. Their responses are presented in the following paragraphs.

Eighteen percent (18%) of the pupils thought they were doing very well in their school work; 55% felt they were doing well, while 27% reported fair progress.

All (100%) of the pupils indicated they wanted to finish high school, and 86% of them expressed the desire to attend college.

These same pupils were asked to react to several statements regarding how they felt about specific aspects of their educational environment. Their responses, in percentages are as follows:

	OPINION		
STATEMENT	Yes	No	Sometimes
My teacher(s) are easy to get along with	77*	-	23
The special reading program has really helped me	85	5	10
My teacher(s) are very interested in helping me	91	-	9
I usually understand what my teacher is saying in school	64	5	32

*In percentages

Ninety five percent (95%) of the pupils felt that the AFS Program was a “pleasant” situation in which to learn, whereas 5% were negative toward the program; 36% thought the program was difficult, while 64% indicated the program was easy.

An effort was made to explore the pupils' extra-curricular reading habits. They were asked about this aspect; their responses are as follows: 50% reported they read comic books; 5%, church or Sunday School books; 73%, newspapers and magazines; 59%, public library books, and 64% stated they read "other types of books" when not in school or doing homework. In addition, 73% reported they used the library as often as they had to.

Finally, when asked about their "likes" and "dislikes" regarding several instructional activities, the pupils reported as follows:

- 95% expressed a positive attitude toward reading
- 96% expressed a positive attitude toward science
- 75% expressed a positive attitude toward writing stories
- 84% expressed a positive attitude toward arithmetic
- 85% expressed a positive attitude toward language arts (English)
- 75% expressed a positive attitude toward Swahili
- 80% expressed a positive attitude toward Social Studies

The parents of the AFS Control Group pupils were also requested to respond to a set of questions related to their children's general academic/behavioral progress in school during the year.

Twenty two percent (22%) of the parents felt their children were doing very well in school this year; 61% said their children were doing good work, while 17% reported 'fair'.

One hundred percent (100%) of the parents indicated their children were anxious to get good grades this year. A similar percentage (100%) said their children liked most things about school.

Seventy five percent (75%) of the parents, however, indicated they felt their children should be reading better than they currently were reading. This is not to infer, however, that the parents were displeased with the instructional efforts of the Title I AFS Program, for 88% reported the program had helped their children to improve in reading.

Again, while 65% of the parents estimated their children were not writing as well as they should be, 80% did state they felt the program was helping their children to write better than they had been, and 72% said their children were spelling better.

Compared to last year, more library books were being used at home by the pupils, according to 67% of the parents. Seventy eight percent (78%) of the parents reported that their children spent more time studying as compared to the previous year; 67% said their children planned their study time better than before; 78% indicated their children had done their homework more frequently than before, and 83% felt they showed more care about neatness and accuracy of their homework. Seventy three percent (73%) of the parents stated their children liked to read at home.

In summary, it can be said that the questionnaire data thus far presented indicate that the majority of the pupils and parents who completed questionnaires were generally positive and favorable in their reactions to the academic/behavioral progress of the AFS Control Group during the 1972-1973 school year. The parents were particularly complimentary to the AFS Program in that 88% of them expressed their satisfaction with the efforts being made to render their children special instructional assistance. Their realistic approach to their children's progress is revealed in the overall perspective from which they judged the program, i.e., the program did help their children, but their children should be doing even better than they were.

At the time of the publication of this report, only standardized pre-test scores were made available for analysis and reporting from the AFS Control Group. These scores appear in the Newark Interim Evaluation Report (March, 1973).

8.4 AFS PROGRAM VALUE

8.4.1 Experimental Group

The sampled participants in the Experimental Group responded to a number of questions about the overall value of the Program. These questions were designed to elicit the participants' knowledge, opinions and feelings regarding several aspects of the program.

The parents of the pupils were questioned about their judgment of the overall program's value during the 1972-1973 school year. The great majority (91%) of parents who completed Parent Questionnaires thought their children had been helped by the Title I Program conducted in their children's schools. Sixty eight percent (68%) of these parents, however, did expect their children to get more from the program than they had gotten so far. Seventy seven percent (77%) of these parents also indicated that the program had helped their children to improve their general attitudes toward school.

These data suggest the idea that while the parents' expectations of the program's effectiveness in relation to their children's improvement were not entirely met, they felt, nevertheless, that their children were definitely being helped by their involvement in the Title I activities.

In response to a question asking about the cooperation and support offered to their school's Program by the principal's staff, 96% of the parents reported that the principal and his staff were either "most satisfactory" or "satisfactory" in their cooperation and support of the AFS Program. Apparently the large majority of parents were generally happy with the compatibility that existed between the Regular School Program and the AFS Program in the school.

In terms of pupil needs which should be met by the AFS Program, these same parents were asked to rate the degree of importance they placed upon the Title I Program providing help to their children in the following academic/behavioral areas:

- Improve his/her reading
- Gain self-confidence
- Act more obedient
- Be proud of his/her background
- Develop respect for the rights of others
- Develop his/her ability to think for himself/herself
- Develop a respect for property and materials
- Be able to speak and write better
- Improve his/her grades

In each case, the majority of parents felt it was very important that the AFS Program help their children to improve. This collective reaction of the parents, in turn, suggests two considerations: (1) the variety of demands the parents personally place upon the program, and (2) the potential they are willing to credit to the program's capabilities of effectiving positive academic/behavioral changes in their children.

8.4.2 Control Group

The sampled participants in the Control Group also responded to a number of questions about the overall value of the Program. These questions were designed to elicit the participants' knowledge, opinions and feelings regarding several aspects of the program.

The parents of the pupils were questioned about their judgment of the overall program's value during the 1972-1973 school year. The great majority of parents (88%) who completed Parent Questionnaires thought their children had been helped by the Title I Program conducted in their children's schools. Forty seven percent (47%) of these parents, however, did expect their children to get more from the program than they had gotten so far. Eighty six percent (86%) of these parents also indicated that the program had helped their children to improve their general attitudes toward school.

These data suggest the idea that while the parents' expectations of the program's effectiveness in relation to their children's improvement were not entirely met, they felt, nevertheless, that their children were definitely being helped by their involvement in the Title I activities.

In response to a question asking about the cooperation and support offered to their school's Program by the principal's staff, 89% of the parents reported that the principal and his staff were either "most satisfactory" or "satisfactory" in their cooperation and support of the AFS Program. Apparently the large majority of parents were generally happy with the compatibility that existed between the Regular School Program and the AFS Program in the school.

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- Improve his/her reading
- Gain self-confidence
- Act more obedient
- Be proud of his/her background
- Develop respect for the rights of others
- Develop his/her ability to think for himself/herself
- Develop a respect for property and materials
- Be able to speak and write better
- Improve his/her grades

In each case, the great majority of parents felt it was very important that the AFS Program help their children to improve. This collective reaction of the parents, in turn, suggests two considerations: (1) the variety of demands the parents personally place upon the program, and (2) the potential they are willing to credit to the program's capabilities of effecting positive academic/behavioral changes in their children.

8.5 TEACHER SUPPORTIVE SERVICES

8.5.1 Experimental Group

AFS instructional staff were provided with in-service training during the school year. With the exception of the training directed toward drug and sex education, the staff found great assistance from the training provided them in the areas of reading, English Language Arts, new and/or innovative teaching techniques, the diagnosis of pupils' problems, the use of equipment and materials, and community relations.

In addition, the staff indicated that the available printed materials and textbooks were appropriate for their use; they also felt the available instructional equipment was appropriate for use in their AFS instructional activities.

The staff was also directed to indicate what forms of assistance they would like to have provided to them in future AFS Programs. They responded by indicating that they would like more teacher aides, more in-service training programs, more consultant services, and more books and audio-visual aids. They judged that these program factors were of great importance to them in the pursuit of their instructional activities and had been of great assistance to them during the year.

In terms of the various types of reading materials, methods and programs the staff utilized during the year, they reported that they made frequent use of the following:

- McGraw-Hill Programmed Reading Program
- Scott Foresman
- Bank Street Readers
- Lippincott Basic Reading Program
- Cureton Reading Program
- Other materials, methods, and programs

They felt that all these aids were of value to them in their instructional treatment.

8.5.2 Control Group

AFS instructional staff in the Control Group were also provided with in-service training during the school year. The staff found some assistance from the training provided them in the areas of reading, English Language Arts, new and/or innovative teaching techniques, the diagnosis of pupils' problems, the use of equipment and materials, community relations and drug and sex education.

The staff was divided in its estimates of the appropriateness of the available printed materials and textbooks for use in its AFS instructional activities. Two AFS personnel considered them inappropriate; the others were positive in their responses. The same reaction was apparent with regard to the instructional equipment.

The staff was also directed to indicate what forms of assistance they would like to have provided to them in future AFS Programs. They responded by indicating that they would like more teacher aides, more in-service training programs, more consultant services, and more books and audio-visual aids. They judged that these program factors were of importance to them in the pursuit of their instructional activities and had been of assistance to them during the year.

In terms of the various types of reading materials, methods and programs the staff utilized during the year, they reported that they made frequent use of the following:

- McGraw-Hill Programmed Reading Program
- Scott Foresman
- Bank Street Readers
- Lippincott Basic Reading Program
- Cureton Reading Program
- Other materials, methods, and programs

They felt these aids were of value to them in their instructional treatment. As in the case of the Experimental Group, it is obvious that the staff involved with the Control Group employed a multi-disciplinary approach to their teaching methods, apparently tailored to meet the needs of the individual pupils with whom they were associated.

8.6 PUPIL SUPPORTIVE SERVICES

8.6.1 Experimental Group

Fifty two percent (52%) of the pupils in the AFS Experimental Group were examined by a doctor in school during the year. Of these children, 29% received a physical examination; 10%, dental; 33%, eye and ear; while 5% could not remember.

Parents of the group reported that their children were in need of the following services:

- Diagnosis of educational needs
- Psychological testing of child's special problems
- Assistance with child's personal and social adjustment
- Referral to specialist or agency outside child's school
- Physical, dental, eye or ear examinations
- Medical or dental treatment
- Physical therapy

Of these services, the majority of parents indicated that physical, dental, eye or ear examinations, and medical or dental treatment were most needed by their children.

In addition, while they also reported that all these services were provided their children, they stressed that the above two services (physical, dental, eye or ear examinations and medical or dental treatment) were provided most frequently to their children.

8.6.2 Control Group

Ninety one percent (91%) of the pupils in the AFS Control Group were examined by a doctor in school during the year. Of these children, 18% received a physical examination; 5%, dental, and 77%, eye and ear.

Parents of the pupils reported that their children were in need of the following services:

- Diagnosis of educational needs
- Psychological testing of child's special problems
- Assistance with child's personal and social adjustment
- Referral to specialist or agency outside child's school
- Physical, dental, eye or ear examinations
- Medical or dental treatment
- Physical therapy

Of these services, the majority of parents indicated that physical, dental, eye or ear examinations, and medical or dental treatment were most needed by their children.

In addition, while they also reported that all these services were provided their children, they stressed that the above two services (physical, dental, eye or ear examinations and medical or dental treatment) were provided most frequently to their children.

8.7 PARENT/COMMUNITY INVOLVEMENT

8.7.1 Experimental Group

Parents of Title I pupils, when asked about the number of Title I school Parent Council meetings they had attended this year, responded in these percentages: 50% said they had not attended any; 20% replied they had been to only one meeting; 20% stated they were at two council meetings, and 10% of the parents identified themselves as voting members of their children's school Title I Parent Council.

Seventy percent (70%) of the parents who completed questionnaires indicated they had been informed about the purpose of the Title I Parent Council in their children's schools, and 26% reported they had talked about the Title I Program with members of the Title I school Parent Councils. Forty eight percent (48%) said they had not done so, and 35% indicated they didn't know any members.

In order to elicit data about the kinds and types of activities in which the parents of Title I pupils in the Experimental Group had participated during the school year, a list of activities was presented to them for their reactions.

Thirteen percent (13%) of the parents stated they had not been involved in any school activities. Of those who had been involved in Title I activities, 22% attended group meetings to learn how to help their child with homework; 4% volunteered to help in the school library; 17% volunteered to help teachers on trips or at school functions; 52% held talks with the Title I teachers; 9% worked on the Title I Parent Council, and 78% helped their children with their homework.

These data offer some indication of the involvement in which the parents of Title I pupils in the Experimental Group were engaged. It is evident that the greatest number of parents (78%) identified themselves as having helped their children with their homework, while the next largest number (52%) held talks with the project teachers. These findings suggest that the parents are primarily concerned with directly assisting their children in their instructional treatment (homework), and maintaining contact with the project teachers.

AFS project teachers and parents gave their estimates of the importance the school Title I Parent Council held in relation to several specified activity areas. Each of these data sources, on the average, noted the following activity areas as being either "very important" or of "some importance" in terms of the work performed by these councils:

- Improving school-community relations
- Understanding the desires of the parents and utilizing this information to improve education for the children
- Planning and coordinating Title I activities
- Obtaining community involvement in Title I Programs
- Providing for community involvement in Title I Programs
- Helping parents to find assistance in the community
- Encouraging togetherness among parents, pupils and schools

In an attempt to elicit additional information from the parents of the Title I pupils about their involvement in and contact with the program, several questions were asked of them concerning their general feelings about parental involvement in Title I activities, and the dissemination procedures utilized in the program. Sixty five percent (65%) of the parents who completed questionnaires stated they had been informed as to the purpose of the program in their children's schools.

While various means of communication were used (e.g., Title I newsletter, community aides, mail, etc.) the majority of the parents reported that their chief source of information was their children who brought the information home. When questioned about parental involvement in general, 70% of the parents felt that parents should be actively involved in Title I activities.

8.7.2 Control Group

Parents of Title I pupils in the Control Group, when asked about the number of Title I school Parent Council meetings they had attended this year, responded in these percentages: 22% said they had not attended any; 17% stated they were at two council meetings; and 11% reported they had attended three meetings, and 44% stated they had attended four or more meetings. In addition, 44% of the parents identified themselves as voting members of their children's school Title I Parent Council.

Sixty seven percent (67%) of the parents who completed questionnaires indicated they had been informed about the purpose of the Title I Parent Council in their children's school, and 56% reported they had talked about the Title I Program with members of the Title I school Parent Council. Twenty eight percent (28%) said they had not done so, and 11% indicated they didn't know any members.

In order to elicit data about the kinds and types of activities in which the parents of Title I pupils in the Control Group had participated during the school year, a list of activities was presented to them for their reactions.

Only 11% of the sampled parents had not been involved in any of the school's activities. Of those who had been involved in Title I activities, 72% of the sampled parents helped their child with his/her homework; 28% volunteered to help Title I project teachers and teacher aides on a class trip; 28% attended group meetings to learn how to help their children with their homework; 61% attended meetings of the Title I Parent Council, and 72% helped their children with their homework.

These data offer some indication of the involvement in which the parents of Title I pupils in the Control Group were engaged. It is evident that the greatest number of parents (72%) identified themselves as having helped their children with their homework, while the next largest number (61%) did attend meetings of the Title I Parent Council. These findings suggest that the parents of the Title I pupils are primarily concerned with directly assisting their children in their instructional treatment (homework), and supporting, to some extent, the Title I Program through their attendance at the Parent Council meetings.

Project teachers and parents gave their estimates of the importance the school Title I Parent Council held in relation to several identified activity areas. Each of these data sources, on the average, noted the following activity as being either "very important" or of "some importance" in terms of the work performed by these councils:

- Improving school-community relations
- Understanding the desires of the parents and utilizing this information to improve education for the children
- Planning and coordinating Title I activities
- Obtaining community involvement in Title I Programs
- Providing for community involvement in Title I Programs
- Helping parents to find assistance in the community
- Encouraging togetherness among parents, pupils and schools

In an attempt to elicit additional information from the parents of the Title I pupils about their involvement in and contact with the program, several questions were asked of them concerning their general feelings about parental involvement in Title I activities, and the dissemination procedures utilized in the program. All (100%) of the parents who completed questionnaires stated they had been informed as to the purpose of the program in their children's schools.

While various means of communication were used (e.g., Title I newsletter, community aides, mail, etc.) the majority of the parents reported that their chief source of information was their children who brought the information home. When questioned about parental involvement in general, 89% of the parents felt that parents should be actively involved in Title I activities.

9.0 TITLE I PROCESS OVERVIEW

In addition to the information collected from the sample population, data specific to the overall Title I Program processes were also gathered via instrumentation designed for that purpose, as well as documentation of both a statistical and descriptive nature made available through the Title I Central Office.

In considering an evaluation design for the Title I Program processes, a number of "areas of concern" were initially identified, then subsequently reduced and refined into five (5) major categories for evaluation. These categories are delineated as follows:

1. Title I Instructional Activities
2. Pupil Supportive Services
3. Parent/Community Involvement
4. Title I Program Needs Assessment
5. Title I Pupil Mobility Report

The following sub-sections address each of these categories and discuss the findings revealed from an analysis of the available data.

9.1 INSTRUCTIONAL ACTIVITIES

This category addresses two distinct but interrelated aspects of the Title I instructional treatment provided to pupils during the 1972-1973 school year. The first aspect deals with the Title I classroom environment, and the second aspect concerns itself with the types and kinds of reading materials, programs, and methods utilized.

9.1.1 Title I Classroom Environment

Data collected on the Title I classroom situation were obtained through the utilization of observation forms by community representatives and CTC field personnel. The findings from the observation data about Title I classroom activities are reported in the following paragraphs.

Eighty one percent (81%) of the observers of the Public Elementary Title I classrooms reported that Reading was being taught, while 19% observed instruction in Mathematics, Language Arts, Science or other academic subjects. Ninety eight percent (98%) of the observers felt that pupils were responding to the teacher's questions and 96% reported that the pupils wanted to participate. Ninety percent (90%) noted that the students were generally attentive, and 65% noted that students did ask the teacher questions during the lesson.

Although 75% of the observers found the classroom a pleasant place in which the teacher could work and a pupil could learn, 31% remarked that there were distractions within the building which were disturbing to the class and 40% felt that more instructional materials and/or equipment were needed to assist the teacher.

Forty seven percent (47%) of the observers of Title I Non-Public Elementary classrooms reported that Reading was being taught, while 53% observed instruction in English Language Arts. All of the observers noted that pupils seemed to want to participate and did respond to the teacher's questions, while 67% reported that pupils did ask questions of the teacher. Pupils were classed "generally attentive" by 93% of the observers. A majority (67%) of the observers believed that the classroom was a pleasant place in which the teacher could work and pupils could learn, although 40% did note the need of more instructional materials and/or equipment to aid the teacher.

Eighty seven percent (87%) of the observers of the Secondary classrooms noted that Reading was being taught, while 13% observed reading instructional activity within an Occupational Familiarization context, Pupils were classed by a majority (67%) of the observers as "generally attentive". However, while 60% of the observers noted that pupils seemed to want to participate and 73% noted that pupils did respond to the teacher's questions, only 27% observed that pupils did ask questions of the teacher. Only a minority (27%) of the observers felt that the classroom was a pleasant place in which the teachers could work and a pupil could learn; 80% noted the need to provide more instructional materials and/or equipment to assist the teacher, 47% observed that there were distractions in the building that were obviously disturbing to the class, and 73% concluded that classroom remodeling was needed to create a more pleasant atmosphere.

All observers of the Special Education classrooms reported that Reading was being taught. All of the observers noted the active response of the pupils to the teacher's questions, their attention and their desire to participate in classroom activity, while 60% noted in their observations that the pupils independently asked questions of the teacher. Also, all observers observed individual pupil activity with teacher assistance and all observers felt that the classroom was a pleasant place in which the teacher could work and pupils could learn.

In the Title I Bilingual classrooms, the breakdown of subjects being taught during the time of the observation was as follows: Reading (42%), Mathematics (25%), English as a second language (21%); English Language Arts, Social Studies and Cultural Enrichment activities (4% each).

Eighty six percent (86%) of the observers felt that pupils were generally attentive and seemed to want to participate and 79% noted that the pupils did respond to the teacher's questions. Sixty four percent (64%) of the observers reported that students did initiate questions during classroom activity. A significant majority (93%) felt the classroom they had visited was a pleasant place in which the teacher could work and the pupils could learn, although 29% noted distractions within the building that were obviously disturbing the class.

The observer of the Afrikan Free School attended an English Language Arts class which was conducted in a large group instructional setting. The pupils did respond to the teacher's questions and asked questions of the teacher in turn. The pupils were generally attentive and seemed to want to participate.

The observer felt the classroom was a pleasant place for the teacher to work and the pupils to learn, but also indicated that more instructional materials and equipment should have been provided to assist the teacher. The overall rating the observer gave the educational climate and pupil participation was "excellent".

CTC included subjective reactions in pupil/classroom observations in the 1972-1973 evaluations. The comments from the observers fall under the four (4) main categories; educational climate, pupil participation, material and equipment availability and the overall outcome of the individual class.

In summarizing the observer ratings of these four (4) categories it was found that they reported the educational climate was excellent in 28% of the classrooms visited, good in 44%, fair in 21%, poor in 6%. They judged pupil participation as, excellent in 44% of the classes, good in 42%, and fair in 13%. Materials and equipment for the class were felt to be very adequate in 25% of the classrooms, adequate in 52% and inadequate in 23%. The observers considered the overall outcome of the class as very satisfactory in 27%, satisfactory in 37%, unsatisfactory in 34% and very unsatisfactory in 2%.

The comments across all levels of the Title I Program showed marked similarities, independent of the particular component of the program.

In dealing with the educational climate, the dominant negative comment was the inadequacy of the physcial environment, including room size, noise, improper ventilation and depressing surroundings. The observers consistently pointed to the obvious motivation and talent of the teachers as the redeeming aspect.

Under pupil participation, the overwhelming reaction of the observers was that, the students showed interest and deep involvement in the classroom activity. Teacher deficiencies and student behavior problems were minimal.

In general, the observers were favorably impressed by the materials and equipment utilized by Title I students. In a few cases, however, they noted a lack of basic materials (pencils, paper, etc.), a shortage of workable equipment and a lack of textbooks.

The predominant comment was that the individual class offered a pleasant learning experience for the children in spite of any deficiencies in surroundings and that the teachers were effective and in control of the learning situation. Problems, however, arose in large classes where the distractions could be eliminated by small group instruction.

Observers pointed to the need for minimizing interruptions of class continuity arising from factors such as noise from students changing classes.

The subjective evaluations of the observers, in general, reflect satisfaction with the teacher-student-learning process offered in the Title I Program.

Problem areas center on the physical environs, needs, materials/equipment and the restriction of disturbances.

9.1.2 Title I Reading Materials, Programs and Methods

An analysis of the available statistical and descriptive documentation provided by the Title I Central Office revealed the following information about types and kinds of reading materials, programs and methods that were utilized in the 1972-1973 Regular School Year Title I Program.

It is apparent that a multi-disciplinary approach to Title I reading intervention generally prevailed in the program during the year. In addition to those reading materials, programs and methods identified in the 1972-1973 TITLE I APPLICATION, a variety of other aids were used by the project teachers.

In an effort to determine the frequency with which these materials, programs and methods were employed, an analysis of the data was conducted; the findings from this analysis are herein discussed.

From a total of forty seven (47) different reading materials, programs, and methods, the ten (10) most frequently used were identified in terms of numbers of pupils exposed to these instructional aids. They were then placed in rank order from one to ten, with one (1) signifying the most frequently used materials, programs and methods, and ten (10) signifying the tenth most utilized during the school year. The results of this analysis appear immediately below.

TABLE IV–100
READING MATERIALS, PROGRAMS, METHODS

Ranking Scale	Reading Materials, Programs, Methods	Public Elementary	Public Special	Non-Public	Bilingual	Total No. of Pupils
#1	Scott Foresman	5,503	50	855	288	6,696
#2	Bank Street Readers	4,071	247	296	648	5,262
#3	Lippincott Basic Reading	1,272	-	68	245	1,585
#4	Distar (SRA)	1,442	52	37	0	1,531
#5	Cureton Reading Program	827	40	0	60	927
#6	E. D. L. Reading Labs	345	52	501	-	898
#7	Ginn Basic Readers	167	7	569	6	749
#8	Open Court	619	-	65	-	684
#9	Frostig	474	31	0	0	505
#10	SWRL	290	-	132	49	471

These reading materials, programs and methods were employed by the Title I project teachers in grade levels Kindergarten through grade six. In addition, The *EDL Reading Laboratories* program was used at the secondary level of instruction.

The remaining thirty nine (39) other instructional aids listed in the available documentation were used by the teachers with varying degrees of frequency, ranging from the *Growing with Phonics Program* (454 Title I pupils) to *Follett (City Series)* to which one pupil was exposed.

It is evident that the project teachers attempted to provide the Title I pupils reading intervention that allowed for a variety of approaches and methodology which addressed, as much as possible, the indidual instructional needs of the pupils. Apparently, the majority of children were not locked into individual program, but were exposed to several, depending on their academic progress and capabilities.

9.2 PUPIL SUPPORTIVE SERVICES

In addition to the data collected from the questionnaire participants regarding Pupil Supportive Services in the Title I Program, statistical and descriptive documentation about these services was made available to CTC for analysis and reporting. The following sub-section is devoted to a discussion of the findings revealed from this analysis.

The scope of Title I Supportive Services included the following services: Youth Development Clinic, Bureau of Health Education and Service, and the Bureau of Attendance.

The Youth Development Clinic of Newark was designed to meet the needs of Title I children who exhibit severe atypical behavior patterns with psychiatric out-patient services. The parents or parent surrogates were also eligible for the services.

The services included diagnostic and appropriate counseling plans to obtain desired counseling aims and objectives. The diagnostic process included the compilation of the applicant's social history; examination of the patient, and/or the patient's parents or parental surrogates as required by a psychiatrist.

Table IV-101 illustrates the services provided Title I children by the Youth Clinic.

TABLE IV–101
YOUTH DEVELOPMENT CLINIC
CUMULATIVE STATISTICAL REPORT
(November, 1973 - June, 1973)
ESEA – TITLE I

	Total Serviced	Percent
Family Counseling Interviews	500	25%
Individual Counseling Interviews	998	51%
Group Counseling Interviews	58	3%
Application Interviews	128	7%
Intake Interviews	191	10%
Diagnostic Interviews	33	2%
Psychological Testing	30	2%
TOTAL	1,938	100%
Total Scheduled Appointments missed:	904	

Data made available to CTC encompassed the months from November, 1972 to June, 1973. An examination of the table points to the fact that approximately 1,938 sessions were held for Title I participants. The largest service provided was that of individual counseling interviews with approximately 51% taking place.

Family counseling interviews comprised the next largest service with 500 (25%) counseling interviews taking place. A closer look reveals that psychological testing and diagnostic interviews both comprised 2% of the total services provided. Application interviews totaled 128 or 7% and intake interviews numbered 191 or 10% of the total services provided.

It is interesting to note that of the 1,938 sessions conducted there were an additional 904 appointments that were not kept.

The Bureau of Attendance had provided CTC with data regarding the number of children who were given assistance. Table IV-102 shows 1,411 pupils had been helped by the attendance bureau.

TABLE IV–102
BUREAU OF ATTENDANCE
CUMULATIVE STATISTICAL REPORT
(December, 1972 - June, 1973)
ESEA – TITLE I

1. Attendance Slips Issued - Form 763

Elementary	0
Secondary	3,899
Special	0
Children interviewed at school by Attendance Counselor	358
Parents interviewed at Bureau of Attendance	47
Pupils assisted at Bureau of Attendance	1,411

2. Reasons for Absences - Unexcused
Social

Parental	46
Lack of clothing or food	1
Illegal employment	31
Total	78
Truancy	1,106

3. Reasons for Absences - Excused

Illness of pupil	868
Personal emergency (clinic, dental)	153
Illness in family	203
Death in family	83
Lack of clothing or food (not parental neglict)	3
Change of residence	64
TOTAL	1,374

4. Legal or Administrative

Ordered into court	48
Suspended	149
Institutionalized (Youth house, Jamesburg, etc.)	35
Excluded (Personal illness, emotional problems)	44
Withdrawn from school (over 16)	70
Awaiting special class placement	1
Attendance slips in process of investigation	34
TOTAL	381

5. Special Investigator Report

Number of schools inspected for inventory, equipment identification and storage practices	87
Breaking, entering, larceny	35
Extortion and theft	8
Assault involving students	32
Assault on teachers	5
Disorderly conduct	2
Possession - use of barbituates	1
Posession and carrying injurious instruments	9
TOTAL	179
Value of equipment missing	\$4,931.66
Value of equipment recovered	680.00

Table IV-103 illustrates kinds and numbers of Title I services provided through the Bureau of Health Education and Service.

TABLE IV–103
BUREAU OF HEALTH EDUCATION AND SERVICE
CUMULATIVE STATISTICAL REPORT
(Oct., 1972; Jan. - June, 1973)
ESEA TITLE I

Part I - Medical Services:	**Total Numbers**
A- Health Service within the schools	
Number of health examinations by school physicians	3,038
Number of pupils referred by school health office to school clinic, private physicians, health agencies	5,068
Number of pupils treated by private or clinic physicians	2,421
Number of pupils excluded by health office suspected communicable disease	743
Number of pupils tested for central visual and hearing acuity tests	9,128
Number of pupils with vision or orthoptic defects	2,031
Number of pupils with hearing defects	89
Number of pupils seen by school physician for: first aid, vaccinated, tuberculin, immunized and oral vaccine	3,075
Number of classes inspected by school nurse or physician	1,407
B- Health Services or School Clinic Division	
1. Eye	
Pupils examined	339
Eye glasses issued	282
2. Medical	
Total of pupils examined in all medical clinics	322
Health conferences with parents and home visits	13,029

Part II - Dental Services:	**Total Numbers**
A- Health Services within the schools	
Pupils referred to:	
Private dentist	3,347
School clinics	222
Community clinics	171
B- Health Services of School Clinic (Central Office)	
Pupils reporting for treatment	2,831
Number of operations	2,847
Number of pupils completed	1,784
Pupils refusing treatment	58
Pupils referred to:	
Private dentist	1,163
Hospital or other dentist	115

The medical services pointed to the fact that 3,038 Title I pupils received health examinations by school physicians. Two Thousand four hundred and twenty one (2,421) pupils were treated by private or clinic physicians and 5,068 Title I pupils were referred by the health office to school clinics or private physicians. Pupils tested for central visual and hearing acuity tests amounted to 9.128. Three thousand and seventy five pupils were seen by school physicians for first aid, vaccination, etc. Thirteen thousand and twenty nine health converences and home visits were held with parents of Title I pupils. Twenty Eight hundred and thirty one (2,831) pupils reported for treatment for health services at the Title I Central Office school clinic with 1,278 pupils being referred for private dental treatment, hospital, etc.

Three Hundred and thirty nine (339) Title I pupils received optical examinations and 282 Title I pupils received eye glasses.

TABLE IV–104
DEPARTMENT OF CHILD GUIDANCE
SAMPLE STATISTICAL REPORT
ESEA TITLE I

Services	Total Numbers
Target pupils serviced by Title I social workers	1,473
Social workers conferences with Title I coordinators	993
Psychiatrists' evaluations of Title I pupils	267

Two hundred sixty seven (267) Title I pupils received evaluation by psychiatrists and 1,473 Title I pupils were serviced by Title I social workers as Table IV-104 illustrates. Nine hundred ninety three (993) conferences were held with Title I coordinators by the social worker.

9.3 PARENT/COMMUNITY INVOLVEMENT

In addition to the data collected from the questionnaires regarding parent/community involvement, statistical/descriptive documentation was provided to the evaluation agency for analysis and reporting. The results of this analysis are presented in the following paragraphs.

A specific index as to how active the Title I local Parent Councils were is provided by Table IV-105.

TABLE IV–105
TITLE I LOCAL PARENT COUNCIL MEETINGS FY 1972-1973

	No. of Meetings	No. in Attendance	Avg. Attendance
Public Elementary	353	7,495	21
Non-Public Elementary	89	1,451	16
Secondary Follow-Up Reading Project	4	19	5
Special	102	1,006	10
Bilingual	32	602	19
Total	580	10,573	18

This table shows that a total of 580 meetings were held during the school year. Attendance at these meetings totaled 10,573 for an average attendance rate of 18 per meeting.

The bulk of the meetings, 353, were held in the Public Elementary Component. They were attended by 7,495 people, for an average meeting attendance of just over 21 persons per meeting. The parents in the Non-Public Elementary Component held 89 meetings attended by 1,451 people, for an average attendance rate of 16 per meeting.

In the Special Education Component, 102 meetings attracted 1,006 participants for an average of over 10 persons per meeting.

Thirty two (32) informal meetings of parents representing the Bilingual Education Component were reported; participation totaled 602 people for an average attendance of 19 persons.

Documentation (refer Table IV-106) provided to CTC by the Title I Central Office revealed that during the 1972-1973 school year a total of 191 Title I parent workshops were held on a variety of topics related to or dealing specifically with Title I matters. The attendance at these workshops totaled 3,339 for an average attendance rate of 17 per workshop. Comparisons with the 1971-1972 statistical data on Title I parent workshops indicated that there was a 27% increase in the total number of workshops held during the 1972-1973 school year, and a 32% increase in the total number of parents in attendance at these workshops.

TABLE IV–106
TITLE I PARENT WORKSHOPS
1972 - 1973 Regular School Year

	No. of workshops	No. in attendance	Avg. attendance
Public Elementary	146	2,711	19
Non-Public Elementary	21	191	9
Special	11	96	9
Bilingual	13	341	26
TOTAL	191	3,339	17

Some of the areas covered by the workshops included:

- Federal and State Guidelines
- Child Growth and Development
- Various reading methods
- Utilization of audio/visual aids
- Health Services
- Nutrition
- Family Living
- Drug Education
- Sex Education
- Rodent and Rat Control

The Title I staff's dissemination of information to the community on almost every aspect of the Program was similarly expressed. Additional documentation provided by the Title I Central Office included copies of the "Title I Newsletter." These newsletters were published and distributed by the Department of Federal Assistance Programs and served as a vehicle to inform and involve the public in the Title I Program. The newsletters included articles and information about the activities in individual schools, parent activities, project coordinators, in-service seminars, support services, bilingual education and other federal programs.

The newsletters published materials from various sources such as the Chairman of the Title I Central Parent Council, the President of the School Board, Superintendent of Schools, the Title I Administrator, parents, State Department of Education officials, Title I Project Coordinators and others.

Title I newsletters were also published by individual schools. These publications also served the purpose of informing and involving the local school community. Their content included articles by the pupils, the professional and paraprofessional staff, parents, and informed the reader about events in the school, parent council meetings, workshops, trips and other related Title I activities.

The newsletters, both on the local and the district wide level, did much to inform the community and thus contribute to desirable community relations.

In the overall effort to inform the community, a city-wide Title I Parents Conference, titled "A Catalyst For Quality Education," was held on May 15, 1973 at the Robert Treat Hotel in Newark. This fifth annual conference was directed toward strengthening the mutual bond between parents, teachers, the community, its agencies and the Title I and school district administration. Total conference planning and coordination was accomplished through cooperation of parents, teachers, community members invovled in the Title I Program, the Newark Board of Education, the Department of Federal Assistance Programs, and Newark Title I Central Office staff.

Attendees at the conference, in excess of 1,500 persons, were, for the most part, parents and community members. Other attendees, City, State and Federal, in the role of presentors, conference resource persons or interested observers, included Newark's Mayor Kenneth Gibson; members of the Board of Education;

Acting Superintendent of Schools, Dr. Edward I. Pfeffer; President of the Newark Board of Education, Mr. Charles Bell; Chairman, National Advisory Council on the Education of Disadvantaged Children, Mr. Alfred Z. McElroy; Region II Commissioner, Dr. Robert Seitzer; State Department of Education, Director of Urban Education, Dr. Ronald Lewis; State Title I Coordinator, Mr. Jerome Jones; Chairman of Title I Central Parents Council, Mrs. Elayne Brodie; and the First and Second Vice Chairmen of Title I Central Parents Council, Mr. Charles Mabray and Mrs. Nettie Conyers. Other officials and resource people included the Administrative Coordinator of the Department of Federal Assistance Programs, Mr. Frank Esposito; Mr. Robert Darden, Title I Program Administrator; U. S. Office of Education Parent Coordinator, Mrs. Velma James; Executive Director National Advisory Council on the Education of Disadvantaged Children, Mrs. Roberta Lovenkeim; President, Essex County College, J. Harry Smith; Acting Assistant Director, ESEA Title I Division of Compensatory Urban and Supplementary Program of Maryland, Dr. Ronald C. Watts.

The conference program, during the morning session, constituted a series of workshops and demonstrations in the areas of Title I Elementary and Secondary Developmental and Remedial Reading Projects, as well as those of Bilingual and Special Education. The afternoon program was keynoted by Mr. Alfred McElroy, who stressed the fact that Title I is the best vehicle available to serve disadvantaged children.

This conference, as in past years, was a model cooperative venture between parents, teachers and the community which very successfully served to inform attendees of the objectives, content, methodology and direction of the Title I Program in Newark.

9.4 TITLE I PROGRAM NEEDS ASSESSMENT

The Title I Program in the Newark School District has limited resources. Working within this realistic constraint, the Program designers/planners must continually direct their attention and efforts toward the re-assessment and consequent revision of program priorities.

In order to assist those Title I personnel responsible for this task and provide them with needs assessment data that could be utilized in the design and development of future Title I Programs, CTC conducted a Needs Assessment Survey distinct from the evaluation survey (questionnaire administration). The results of this Needs Assessment Survey are presented and discussed in the following paragraphs.

The sample of participants selected for this survey included these data sources:

Title I Principals

Project Coordinators

Project Teachers

Parents of Title I Pupils

Title I Teacher Aides

Title I Community Aides

Title I Clerks

These data sources were requested, via a needs assessment survey form, to respond to three (3) questions which addressed three (3) major areas of concern regarding program needs. They were; (1) the grade levels at which the Title I instructional activities should be conducted, (2) the types and kinds of instructional treatment that should be provided, and (3) the specific supportive services required.

The respondents were given a list of grade levels, instructional activities and supportive services; they were directed to choose the three (3) most important from each list and rank them according to a three-point scale, from the "first most important" to "the third most important."

The determination was made to analyze and report the findings from this Needs Assessment Survey by question, by individual data source, and by a composite of all the data sources.

QUESTION

Please rank the THREE (3) MOST IMPORTANT GRADE LEVELS at which you feel the INSTRUCTIONAL ACTIVITIES should be concentrated.

INSTRUCTIONS: Use the following scale to rank the grade levels of your choice:

1 = The first most important

2 = The second most important

3 = The third most important

Place the numbers in the spaces provided next to the three grade levels you choose.

( ) Pre-Kindergarten

( ) Kindergarten through grade 3

( ) Grades 4 - 6

( ) Grades 7 - 9

( ) Grades 10 - 12

RESPONSES

In response to this particular question, each of the data sources, i.e., Title I principals, project coordinators, teachers, aides and parents of Title I pupils, on the average, ranked Kindergarten through grade three as the "first most important" of the grade levels at which the Title I instructional activities should be concentrated.

Grades four through six were ranked second, on the average, by all the data sources, and Pre-Kindergarten was considered the third most important grade level at which the Title I instructional treatment should be directed. Table IV-107 presents these findings in composite form for all the data sources who responded.

TABLE IV–107
GRADE LEVELS
NEEDS ASSESSMENT RESULTS

	IMPORTANCE (In percentages)			
GRADE LEVELS	**First**	**Second**	**Third**	**Overall Rank Order**
Pre-Kindergarten	17	12	13	3
Kindergarten through Grade Three	66	21	3	1
Grades 4 - 6	11	50	27	2
Grades 7 - 9	4	9	35	4
Grades 10 - 12	2	1	10	5

QUESTION

Please RANK the THREE (3) MOST IMPORTANT INSTRUCTIONAL ACTIVITIES you feel the Title I Program should provide the pupils.

INSTRUCTION: Use the following scale to rank the activities of your choice:

1 = The first most important

2 = The second most important

3 = The third most important

Place the numbers in the spaces next to the THREE activities you choose.

( ) Reading

( ) Language Arts

( ) English as a Second Language

( ) Computational Skills (Math)

( ) Social Studies

( ) Sciences

( ) Cultural Arts

( ) Physical Education

( ) Foreign Languages

( ) Drug Education

( ) Sex Education

( ) Home Economics

( ) Work Experience Programs

( ) Career Education (Voc. Ed.)

( ) Family Life Education

( ) Bilingual Education

RESPONSES

On the average, Title I principals, project coordinators, project teachers, and clerical aides replied as follows: Reading was ranked the first most important Title I instructional activity that should be provided to the pupils; Language Arts was ranked in second place, and Computational Skills was considered the third most important instructional activity.

Parents of Title I pupils as well as teacher and community aides also ranked Reading in first place; however, they differed from the other Title I personnel mentioned immediately above in that they considered Computational Skills as the second most important instructional activity, and Language Arts as the third most important of these activities.

Table IV-108 presents these findings in composite form for all the data sources who responded.

TABLE IV–108
INSTRUCTIONAL ACTIVITIES
NEEDS ASSESSMENT RESULTS

INSTRUCTIONAL ACTIVITIES	IMPORTANCE (In percentages) First	Second	Third	Overall Rank Order
Reading	83	8	2	1
Language Arts	2	29	12	3
English as a second language	3	12	12	4
Computational Skills (Math)	2	29	22	2
Social Studies	1	3	6	-
Sciences	-	2	4	-
Cultural Arts	1	2	6	-
Physical Education	1	3	5	-
Foreign Languages	-	1	2	-
Drug Education	1	4	8	6
Sex Education	1	1	4	-
Home Economics	-	1	1	-
Work Experience Programs	-	2	5	-
Career Education (Voc. Ed.)	-	1	4	-
Family Life Education	1	1	5	-
Bilingual Education	7	4	4	5

QUESTION

Please RANK the THREE (3) MOST IMPORTANT SUPPORTIVE SERVICES you feel the Title I Program should provide the pupils.

INSTRUCTIONS: Use the following scale to rank the services of your choice:

1 = The first most important

2 = The second most important

3 = The third most important

Place the numbers in the spaces next to the THREE services you choose.

( ) Medical Diagnosis and Treatment

( ) Psychological Diagnosis and Treatment

( ) Nutritional Services

( ) Social Workers' Services

( ) Referral to Community Services, e.g., Social Services Agencies

( ) Attendance Services

( ) Dental Diagnosis and Treatment

( ) Eye and Ear Examinations

( ) Guidance Counseling

RESPONSES

On the average, Title I principals and project coordinators ranked psychological diagnosis and treatment as the first most important supportive service they felt the Title I Program should provide to the pupils; they indicated that medical diagnosis and treatment should be the second most important consideration; and social workers' services ought to be the third most important service made available by the program.

Title I project teachers, as well as teacher and community aides on the other hand gave the highest ranking to the need for medical diagnosis and treatment, followed by psychological diagnosis and treatment; third place was given to social workers' services.

The parents of Title I Pupils likewise saw the requirement for medical diagnosis and treatment as the first most important service the Title I Program should provide to the pupil; and also judged that psychological diagnosis and treatment should be given second priority. They felt, however, that nutritional services and dental diagnosis and treatment ought to be equally considered the third most important services to be rendered to the pupils through the Program.

The Title I clerks were of the same opinion as the parents in reference to the first two rankings. Their third choice, however, fell in the area of guidance counseling; they indicated that this particular service should be viewed as the third most important consideration.

Table IV-109 presents the composite findings of all the data sources regarding the responses to this question.

TABLE IV–109
SUPPORTIVE SERVICES
NEEDS ASSESSMENT RESULTS

SUPPORTIVE SERVICES	IMPORTANCE (In percentages) First	Second	Third	Overall Rank Order
Medical Diagnosis and Treatment	47	12	9	1
Psychological Diagnosis and Treatment	17	17	9	2
Nutritional Services	7	12	9	4
Social Workers' Services	8	13	11	3
Referral to Community Services, e.g., Social Service Agencies	2	7	9	—
Attendance Services	4	5	6	—
Dental Diagnosis and Treatment	3	14	11	6
Eye and Ear Examinations	7	9	14	4
Guidance Counseling	6	8	17	5

The findings from the Title I Needs Assessment Survey (Spring, 1973) support the change in scope for the 1972-1973 program, i.e., the concentration of the Title I instructional activities at the lower and middle elementary grades; furthermore, the data reinforce the need to continue concerted efforts to provide preventive, individualized and developmental treatment to pupils who have demonstrated extreme reading deficiencies.

In addition, the findings indicate that those pupil supportive services most needed are: (1) medical diagnosis and treatment; (2) psychological diagnosis and treatment, and (3) social workers' services.

9.5 TITLE I PUPIL MOBILITY REPORT

In an effort to provide the Title I Program management personnel with data pertaining to Title I pupil mobility in the Newark School District, the evaluation agency reviewed the available statistical documentation provided by the Department of Federal Assistance Programs. This review revealed the following information which is sub-divided into three (3) categories: (1) pupils transferred within the Title I Program; (2) pupils transferred into the Title I Program during the 1972-1973 school year, and (3) pupils transferred out of the Title I Program during the year.

An indication of the rate with which the Title I pupils transferred within the Title I Program can be determined from the fact that 1,793 pupils were reported as having moved from their original schools (September, 1973) to other Title I schools within the district during the school year.

Eight hundred and forty six (846) pupils were placed into the Title I Program during the school year based on a needs assessment. Of these pupils, 77% were additions to the Title I enrollment from within the Newark School District, while 23% were recent transferees from school districts other than Newark.

A total of 918 pupils transferred out of eligible attendance areas and thus out of the Title I Program. Twenty two percent (22%) of these pupils moved to schools within the Newark School District and 78% transferred to schools located in other districts within New Jersey, as well as districts in other states, e.g., Irvington, New Jersey, North Carolina, Puerto Rico, etc.

From these findings it can be inferred that the 1972-1973 Title I pupil population remained relatively stable during the school year. There was pupil mobility within the program (1,793 transfers), but this number of transfers represents only 7% of the total Title I pupil population and can be considered minimal in relation to the size of the Newark School District Title I Program.

It is important to note that the number of pupils (846) who entered the Title I Program after its inception, closely approximated the number of Title I pupils (918) who left the program during the year.

10.0 TITLE I PROGRAM MANAGEMENT/ADMINISTRATION

As part of its overall evaluation effort, the Communication Technology Corporation (CTC), examined the management procedures and organization applied to the Title I Program in Newark, New Jersey. This effort included a detailed review of personnel assignments and time studies associated with personnel activities. Exhibit 1, presents the Table of Organization which CTC found in existence at the outset of its review. CTC found, with regard to this Table of Organization, that the Administrative Coordinator was directly responsible for all Federally funded programs for the Board of Education. The Title I Program Administrator reports directly to the Administrative Coordinator of the Department of Federal Assistance Programs. The Title I Program Administrator is assisted at the Central Office level by five (5) Central Office Coordinators and a Statistical and Budget Analyst along with a number of supportive personnel. These Coordinators and the Statistical and Budget Analyst report directly to the Administrative Coordinator.

In addition, two (2) Title I Field Coordinators, a Dissemination Specialist, a Community Liaison person and a Clerk/Stenographer report directly to the Title I Program Administrator. The remaining clerical staff are directly responsible to the Administrative Coordinator. of the Department of Federal Assistance Programs.

During the course of the management studies, CTC staff members began a series of interviews with the personnel associated with the Department of Federal Assistance Programs. In conducting these interviews CTC learned that no provision had been made in the Table of Organization (Exhibit 1) for the following: The Title I Central Parent Council, School Project Coordinators, Project Teachers, Teacher/Community Aides and professional personnel who are responsible for the centralized supportive services. At the same time, CTC conducted an analysis of time studies of the various personnel in the Department of Federal Assistance Programs. The results of this analysis are as follows:

POSITION	Percentage of Time applied to:	Title I	Other Federal Programs
Central Office Coordinator "A"		100%	—
Central Office Coordinator "B"		100%	—
Central Office Coordinator "C"		65%	35%
Central Office Coordinator "D"		75%	25%
Central Office Coordinator "E"		60%	40%
Title I Program Administrator		100%	—
All Other Title I Salaried Personnel		100%	—

Based on the information presented above, one can see that there is an obvious requirement for three of the Central Office Coordinators to spend a sizable percentage of their time in monitoring Federal Programs other than Title I. Since these Coordinators salaries are paid from Title I Funds, their time should not be spent on programs other than Title I. The evidence suggests that the Board of Education should consider the employment of two (2) full-time additional personnel to assist the Administrative Coordinator in the monitoring of all Federal Programs other than Title I.

The reason for the suggestion of two (2) additional personnel, rather than only one, is that the three Central Office Coordinators presently applying their efforts to the monitoring of other Federal Programs bring a diversity of skills to this effort that may not be available in the one person that the Board might secure for this position.

It should be noted that there are a number of Federally funded programs in Newark that do not have an administrator/director assigned. This situation places these responsibilities directly on the present Administrative Coordinator of Federal Programs. The present workload of this position doesnot allow sufficient administrative effort to be directed toward these programs without administrators/directors. The additional personnel would necessarily be charged with providing this required administrative effort, thereby permitting the person responsible for all Federal Programs to devote his time to the tasks at hand.

Based on time studies and the constraints of salary sources it is suggested that the Department of Federal Assistance Programs reassign all of the present Central Office Coordinators to concentrate their efforts entirely on Title I activities. Exhibit 2 presents the recommended organizational structure for this reassignment. In this exhibit it can be seen that the Central Office Coordinators would report directly to the Title I Adminstrator. Exhibit 2 does not, however, deal with other than the Title I Program. If the organization shown in Exhibit 2 is adopted by the Newark Board of Education and the position reassignments made as indicated by this exhibit then there is a dire need to immediately secure the services of two (2) competent personnel to monitor other Federal Programs.

Additionally, CTC suggests that the Newark Board of Education consider the realignment of the entire Department of Federal Assistance Programs. Because of the responsibility placed on the Administrative Coordinator of Federal Programs to communicate, negotiate, and in other ways deal with the Federal Representatives of the funding sources, this position should be elevated to a higher level.

Exhibit 3 presents the suggested reorganization of the Department of Federal Assistance Programs, as well as reflects the suggested stature for the person responsible for all Federal Programs in Newark. This exhibit also shows the position of the two (2) additional personnel who would, as director and administrative assistant, monitor all other Federal programs in Newark. No clerical staff is shown for personnel at the Assistant Superintendents level although it is obvious that such personnel will be required.

Whereas Exhibit 3 shows the recommended Organization Structure for Central Office personnel, it does not make allowance for the Project Coordinators, project teachers, teacher/community aides, and professional personnel who are responsible for the centralized supportive services.

Exhibit 4, therefore, serves to illustrate the relationship of these field personnel to the Title I Program Administrator.

Finally, Exhibit 5 illustrates the relationship between the recommended position of Assistant Superintendent–Federal Programs and the recommended two (2) new personnel. In addition, there is shown the depth of federally funded programs for which these personnel would be responsible.

EXHIBIT 1 – TABLE OF ORGANIZATION
DEPARTMENT OF FEDERAL ASSISTANCE PROGRAMS
AND
ESEA TITLE I PROGRAM

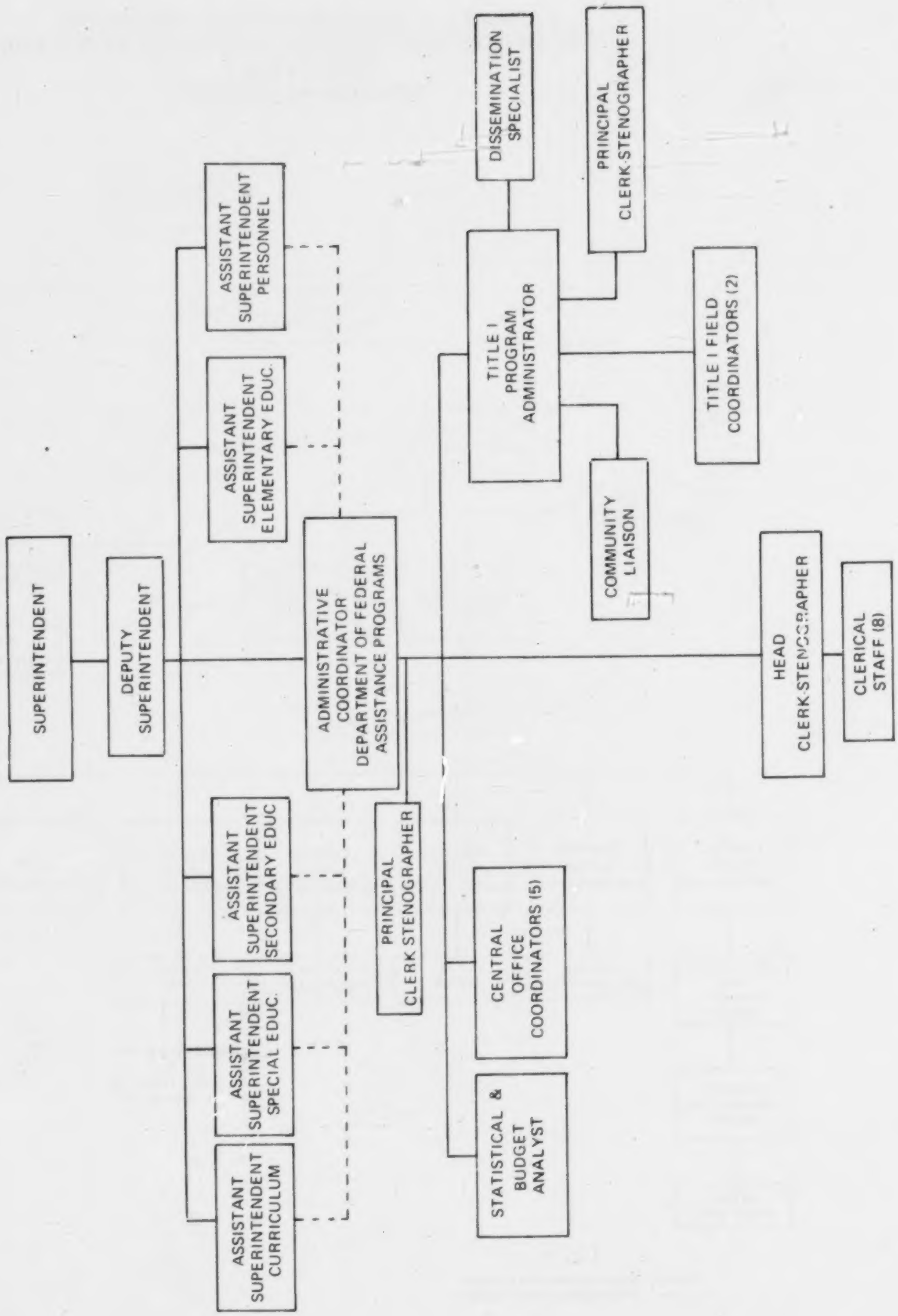

SUPERINTENDENT
DEPUTY SUPERINTENDENT
ASSISTANT SUPERINTENDENT CURRICULUM
ASSISTANT SUPERINTENDENT SPECIAL EDUC.
ASSISTANT SUPERINTENDENT SECONDARY EDUC
ASSISTANT SUPERINTENDENT ELEMENTARY EDUC.
ASSISTANT SUPERINTENDENT PERSONNEL
ADMINISTRATIVE COORDINATOR DEPARTMENT OF FEDERAL ASSISTANCE PROGRAMS
PRINCIPAL CLERK STENOGRAPHER
STATISTICAL & BUDGET ANALYST
CENTRAL OFFICE COORDINATORS (5)
COMMUNITY LIAISON
TITLE I PROGRAM ADMINISTRATOR
DISSEMINATION SPECIALIST
PRINCIPAL CLERK-STENOGRAPHER
TITLE I FIELD COORDINATORS (2)
HEAD CLERK-STENOGRAPHER
CLERICAL STAFF (8)

EXHIBIT 2 – ORGANIZATIONAL STRUCTURE
DEPARTMENT OF FEDERAL ASSISTANCE PROGRAMS
ESEA TITLE I
NEWARK, NEW JERSEY

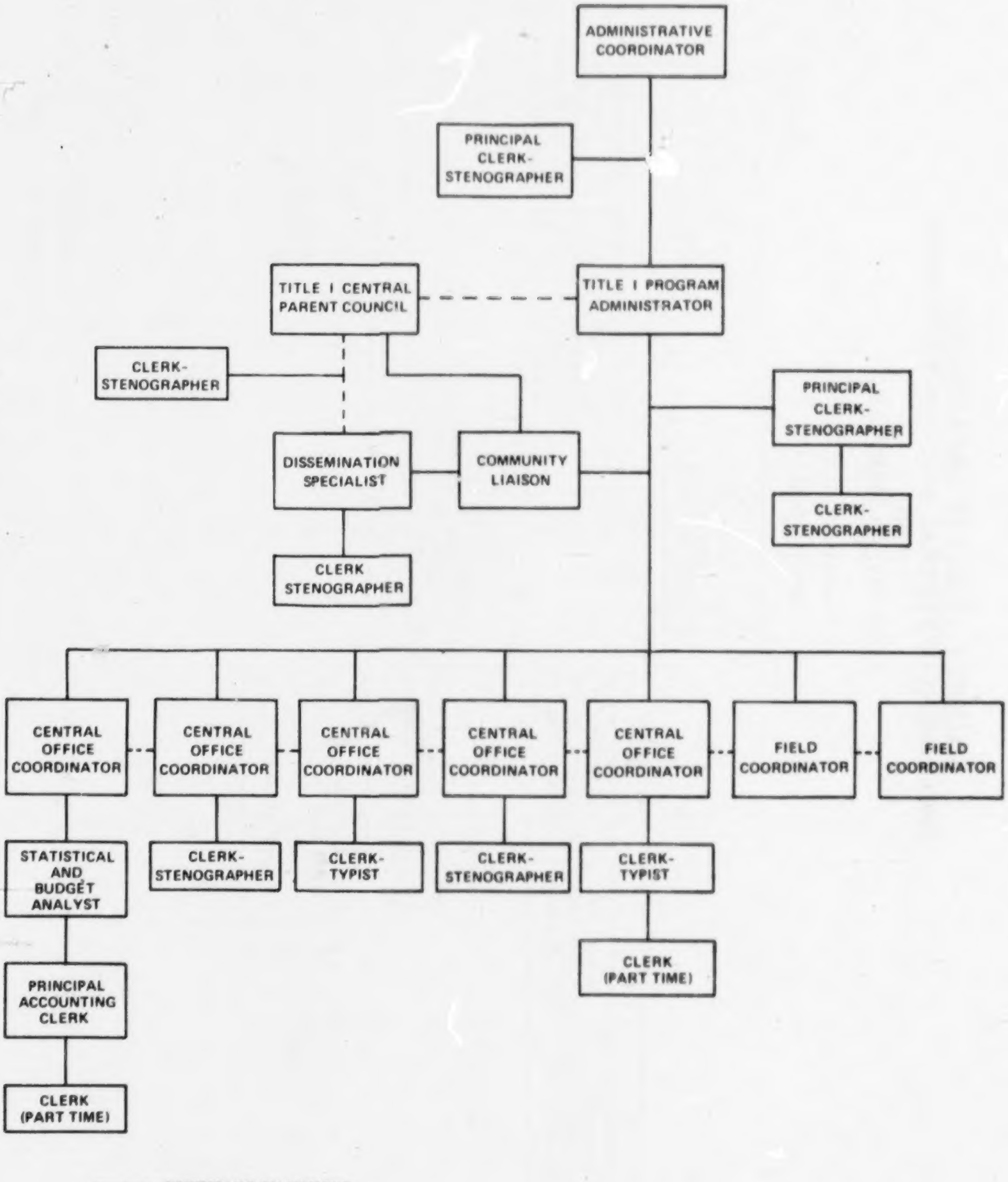

ADMINISTRATIVE COORDINATOR
PRINCIPAL CLERK-STENOGRAPHER
TITLE I CENTRAL PARENT COUNCIL
TITLE I PROGRAM ADMINISTRATOR
CLERK-STENOGRAPHER
PRINCIPAL CLERK-STENOGRAPHER
DISSEMINATION SPECIALIST
COMMUNITY LIAISON
CLERK-STENOGRAPHER
CLERK STENOGRAPHER
CENTRAL OFFICE COORDINATOR
CENTRAL OFFICE COORDINATOR
CENTRAL OFFICE COORDINATOR
CENTRAL OFFICE COORDINATOR
CENTRAL OFFICE COORDINATOR
FIELD COORDINATOR
FIELD COORDINATOR
STATISTICAL AND BUDGET ANALYST
CLERK-STENOGRAPHER
CLERK-TYPIST
CLERK-STENOGRAPHER
CLERK-TYPIST
PRINCIPAL ACCOUNTING CLERK
CLERK (PART TIME)
CLERK (PART TIME)
DENOTES LINE RELATIONSHIP
DENOTES STAFF RELATIONSHIP

EXHIBIT 3 – RECOMMENDED ORGANIZATIONAL STRUCTURE
FOR
DEPARTMENT OF FEDERAL ASSISTANCE PROGRAMS
CENTRAL OFFICE PERSONNEL
NEWARK, NEW JERSEY

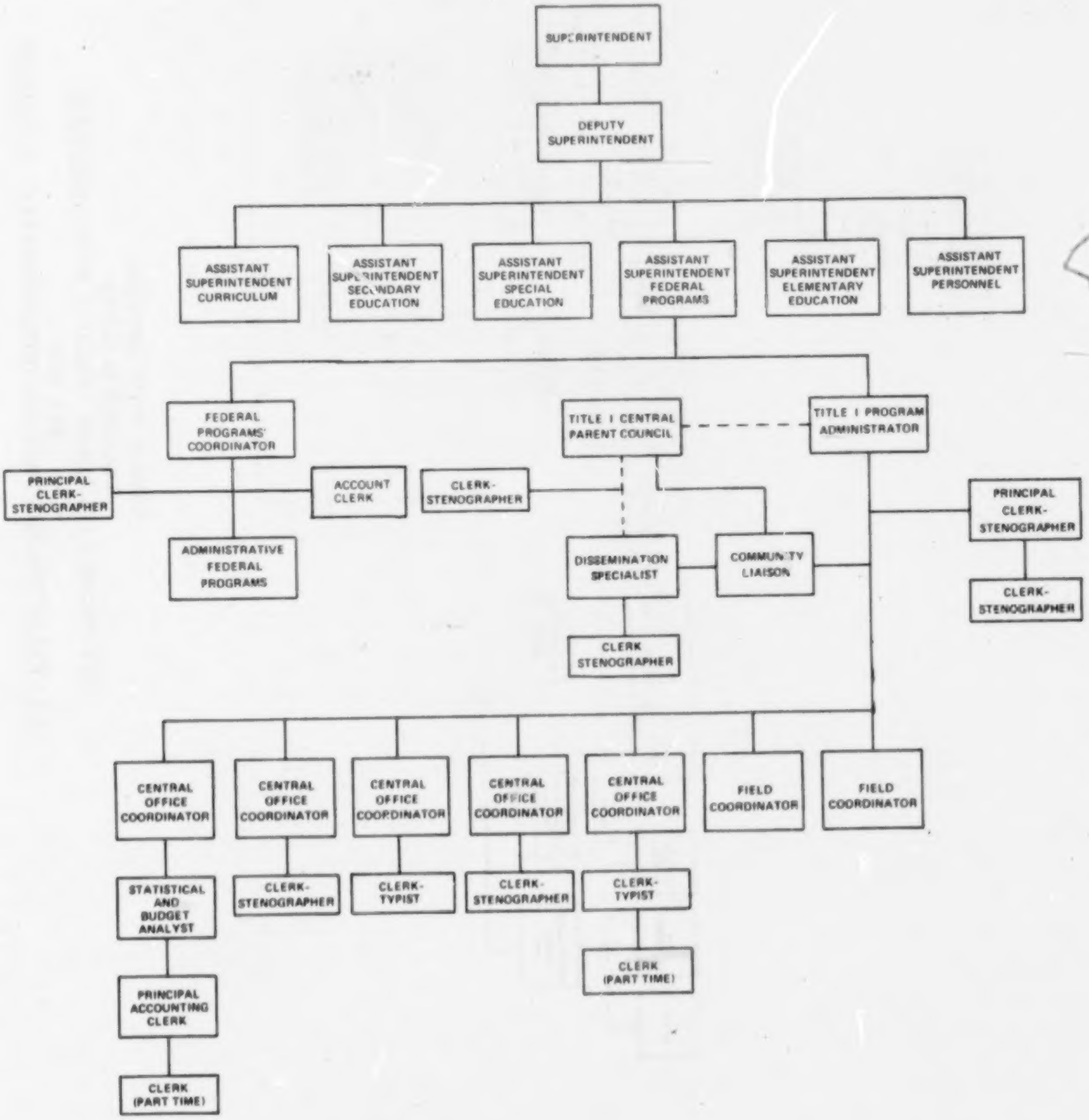
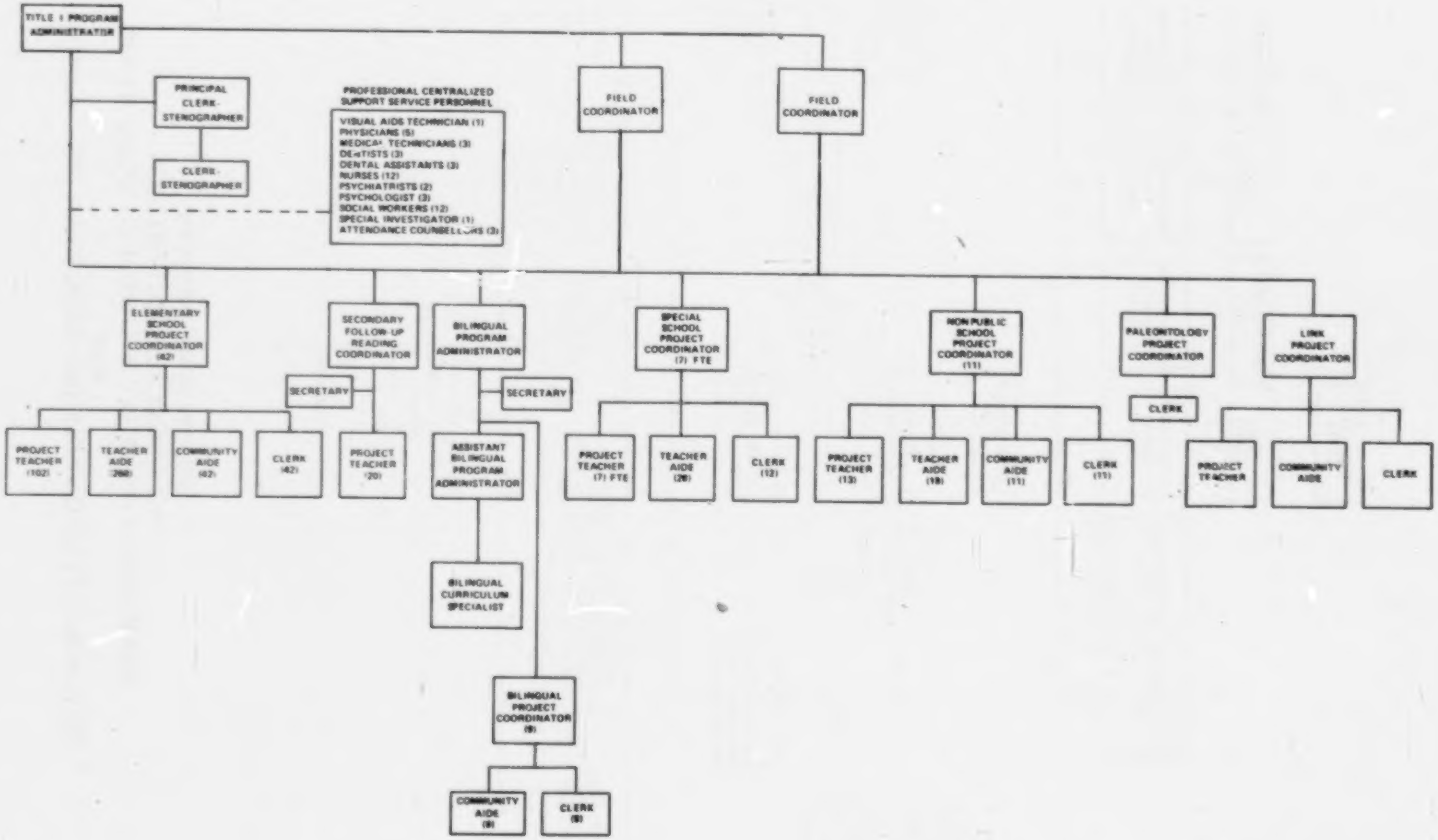
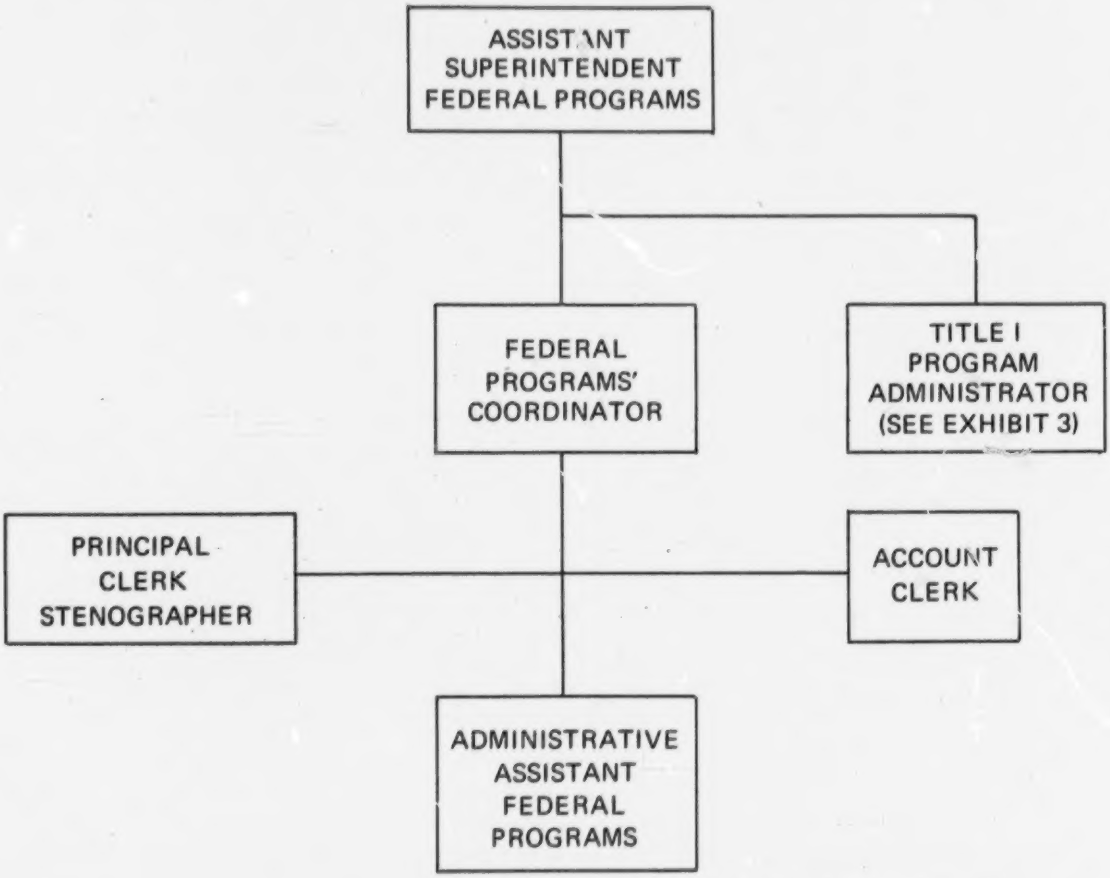

SUPERINTENDENT
DEPUTY SUPERINTENDENT
ASSISTANT SUPERINTENDENT CURRICULUM
ASSISTANT SUPERINTENDENT SECONDARY EDUCATION
ASSISTANT SUPERINTENDENT SPECIAL EDUCATION
ASSISTANT SUPERINTENDENT FEDERAL PROGRAMS
ASSISTANT SUPERINTENDENT ELEMENTARY EDUCATION
ASSISTANT SUPERINTENDENT PERSONNEL
FEDERAL PROGRAMS' COORDINATOR
TITLE I CENTRAL PARENT COUNCIL
TITLE I PROGRAM ADMINISTRATOR
PRINCIPAL CLERK-STENOGRAPHER
ACCOUNT CLERK
CLERK-STENOGRAPHER
PRINCIPAL CLERK-STENOGRAPHER
ADMINISTRATIVE FEDERAL PROGRAMS
DISSEMINATION SPECIALIST
COMMUNITY LIAISON
CLERK-STENOGRAPHER
CLERK STENOGRAPHER
CENTRAL OFFICE COORDINATOR
CENTRAL OFFICE COORDINATOR
CENTRAL OFFICE COORDINATOR
CENTRAL OFFICE COORDINATOR
CENTRAL OFFICE COORDINATOR
FIELD COORDINATOR
FIELD COORDINATOR
STATISTICAL AND BUDGET ANALYST
CLERK-STENOGRAPHER
CLERK-TYPIST
CLERK-STENOGRAPHER
CLERK-TYPIST
CLERK (PART TIME)
PRINCIPAL ACCOUNTING CLERK
CLERK (PART TIME)

EXHIBIT 4 – RECOMMENDED ORGANIZATIONAL STRUCTURE
FOR THE
DEPARTMENT OF FEDERAL ASSISTANCE PROGRAMS
FIELD PERSONNEL
NEWARK, NEW JERSEY



TITLE I PROGRAM ADMINISTRATOR
PRINCIPAL CLERK-STENOGRAPHER
CLERK-STENOGRAPHER
PROFESSIONAL CENTRALIZED SUPPORT SERVICE PERSONNEL
VISUAL AIDS TECHNICIAN (1)
PHYSICIANS (5)
MEDICAL TECHNICIANS (3)
DENTISTS (3)
DENTAL ASSISTANTS (3)
NURSES (12)
PSYCHIATRISTS (2)
PSYCHOLOGIST (3)
SOCIAL WORKERS (12)
SPECIAL INVESTIGATOR (1)
ATTENDANCE COUNSELLORS (3)
FIELD COORDINATOR
FIELD COORDINATOR
ELEMENTARY SCHOOL PROJECT COORDINATOR (42)
PROJECT TEACHER (102)
TEACHER AIDE (260)
COMMUNITY AIDE (42)
CLERK (42)
SECONDARY FOLLOW-UP READING COORDINATOR
SECRETARY
PROJECT TEACHER (20)
BILINGUAL PROGRAM ADMINISTRATOR
SECRETARY
ASSISTANT BILINGUAL PROGRAM ADMINISTRATOR
BILINGUAL CURRICULUM SPECIALIST
BILINGUAL PROJECT COORDINATOR (9)
COMMUNITY AIDE (9)
CLERK (9)
SPECIAL SCHOOL PROJECT COORDINATOR (7) FTE
PROJECT TEACHER (7) FTE
TEACHER AIDE (26)
CLERK (12)
NON PUBLIC SCHOOL PROJECT COORDINATOR (11)
PROJECT TEACHER (13)
TEACHER AIDE (18)
COMMUNITY AIDE (11)
CLERK (11)
PALEONTOLOGY PROJECT COORDINATOR
CLERK
LINK PROJECT COORDINATOR
PROJECT TEACHER
COMMUNITY AIDE
CLERK

EXHIBIT 5 – RECOMMENDED ORGANIZATIONAL STRUCTURE
DEPARTMENT OF FEDERAL ASSISTANCE PROGRAM
FEDERAL PROGRAMS OTHER THAN ESEA I
NEWARK, NEW JERSEY


ASSISTANT SUPERINTENDENT FEDERAL PROGRAMS
FEDERAL PROGRAMS' COORDINATOR
TITLE I PROGRAM ADMINISTRATOR (SEE EXHIBIT 3)
PRINCIPAL CLERK STENOGRAPHER
ACCOUNT CLERK
ADMINISTRATIVE ASSISTANT FEDERAL PROGRAMS

Refer Attachment "A" for List of Federal Programs

ATTACHMENT A

P.L. 81-874	School Assistance In Federally Affected Areas	
P.L. 85-864	National Defense Education Act	
P.L. 88-452	Economic Opportunity Act Title II-B, Section 222 Follow Through Program	
P.L. 89-10	Elementary and Secondary Education Act	
	Title II	Library Resources
	Title III	Linguistics Program
	” ”	Sussex Avenue School Community Resource Center
	” ”	Program for Guidance, Counseling & Testing
	” ”	Program to Improve Informational Processing of Children with Learning Disabilities
	” ”	State of New Jersey Plan for Environmental Education
	” ”	Instructional Development Institute
	” ”	Project SWRL
	” ”	Project TREND
	Title IV	Cooperative Research Act Right to Read Program
	Title VI-B	Education for Handicapped Program for Socially Maladjusted Girls
	Title VII	Bilingual Education New Jersey Bilingual Education Program
P.L. 90-35	Educational Professions Development Act	
	Part B-1	Urban Education Corps
	Part B-2	Training of Aides
	Part D	Career Opportunities Program
	Part D	Urban/Rural Schools Development Program
	New Careers Intern Program	
P.L. 90-129	Public Broadcasting Act	
P.L. 90-351	Omnibus Crime Control Center & Safe Streets Act	
	Student Congress on Drug Abuse	
	Newarkfields Project	

P.L. 90-576 Vocational Education Amendments

- Career Education Program
- Center For Occupational Education/Experimentation and Demonstration
- World of Finance
- World of Transportation
- Distributive Education (4)
- Employment Orientation (4)
- Child Care Program
- Work Experience Career Exploration Program
- Cooperative Industrial Education (9)
- Homemaking & Consumer Education (8)
- Health Occupations
- Introduction to Vocations (5)

P.L. 91-517 Developmental Disabilities Services Act

APPENDIX 1A

PUBLIC SCHOOLS KINDERGARTEN

Title I Pupils
Classification Levels By Schools
Metropolitan Reading Readiness Test – May, 1973

SCHOOL	N	A	B	C	D	E
046	45	1	12	12	19	1
051	95	15	10	35	26	9
052	110	3	12	58	32	5
053	105	4	9	47	33	12
055	89	0	2	38	44	5
057	84	0	2	31	44	7
059	50	1	11	25	12	1
060	135	21	17	33	54	10
061	52	0	7	25	19	1
063	71	18	19	17	15	2
066	73	2	3	33	30	5
067	98	0	5	40	49	4
068	135	5	14	58	46	12
069	116	20	38	48	9	1
071	70	1	9	15	35	10
072	94	25	36	27	5	1
073	110	13	36	36	23	2
075	72	30	24	18	0	0
076	106	2	10	34	44	16
079	153	18	57	47	27	4
080	182	11	43	90	36	2
081	140	50	50	30	8	2
082	124	6	39	44	29	6
084	61	18	13	14	8	8
086	114	0	4	25	23	1
087	38	2	3	10	22	1
088	141	20	45	59	14	3
089	152	35	29	42	30	16
091	36	3	1	12	16	4
092	52	2	14	25	11	0
093	42	16	4	10	4	8
094	78	9	17	31	15	6
096	199	16	57	70	49	7
097	71	10	14	29	16	2
099	101	3	16	40	32	10
101	140	2	18	58	50	12
102	20	0	2	2	12	4
103	59	10	15	27	6	1
140	84	11	17	27	21	8
159	162	74	50	32	5	1
098	41	0	3	18	20	0
099	12	0	2	4	4	2

APPENDIX 1B

NON-PUBLIC SCHOOLS KINDERGARTEN
Title I Pupils
Classification Levels By Schools
Metropolitan Reading Readiness Test – May, 1973

SCHOOL	N	A	B	C	D	E
715	25	3	1	6	11	4
730	29	0	10	15	4	0
735	43	0	5	16	19	3
760	56	5	15	14	15	7
770	26	2	10	13	1	0
795	61	6	25	28	2	0

APPENDIX 2A

TITLE I PUBLIC ELEMENTARY PUPILS – GRADE 1
Total Reading Scores – By School
Metropolitan Achievement Test – May, 1973

SCHOOL	N	MEAN STANDARD SCORE	MEAN G.E.*
046	45	33	1.5
051	109	34	1.6
052	80	32	1.5
053	107	31	1.5
055	94	35	1.6
057	88	34	1.6
059	67	33	1.5
060	178	33	1.5
061	No Scores		
063	85	34	1.6
066	127	33	1.5
067	62	31	1.5
068	21	35	1.6
069	103	34	1.6
071	44	31	1.5
072	82	34	1.6
073	102	34	1.6
075	59	34	1.6
076	69	31	1.5
079	125	26	1.3
080	204	34	1.6
081	64	31	1.5
082	No Scores		
084	79	40	1.9
086	57	32	1.5
087	35	31	1.5
088	61	30	1.4
089	131	33	1.5
091	31	36	1.7
092	57	35	1.6
093	23	31	1.5
094	73	32	1.5
096	128	32	1.5
097	73	32	1.5
098	44	34	1.6
099	94	39	1.8
101	64	31	1.5
102	27	31	1.5
140	74	34	1.6
159	199	33	1.5

* Grade equivalents were derived by extrapolating standard score to G.E. on Primary I level test.

APPENDIX 2A

PUBLIC ELEMENTARY PUPILS
Reading Grade Equivalent Comparison of Title I and Non-Title I
Pupils in Schools Providing Title I Services
Metropolitan Achievement Test – May, 1973

GRADE 2

SCHOOL	MEAN G.E.	N	TITLE I MEAN G.E.	N_1	NON-TITLE I MEAN G.E.	N_2	DIFFERENCE
046	2.3	39	2.3	39	–	–	–
051	2.2	144	2.2	89	2.2	55	0.0
052	2.1	155	2.0	46	2.1	109	+0.1
053	2.1	135	2.0	98	2.4	37	+0.4
055	2.3	142	2.3	63	2.3	79	0.0
057	2.0	137	1.9	67	2.1	70	+0.2
059	2.1	72	2.1	55	2.1	17	0.0
061	1.9	61	1.9	63	1.9	2	0.0
063	2.5	102	2.5	97	0.5	7	0.0
140	2.3	110	2.2	61	2.4	49	+0.2
066	2.1	158	2.1	68	2.1	90	0.0
067	2.3	112	2.4	65	2.2	47	–0.2
068	2.3	95	2.2	18	2.3	77	+0.1
069	2.2	160	2.2	101	2.2	59	0.0
071	2.3	97	2.6	66	1.7	31	–0.9
072	2.0	148	2.1	53	1.9	95	–0.2
073	2.0	164	1.8	103	2.3	61	+0.5
097	2.0	130	2.0	80	2.0	50	0.0
075	2.1	128	2.2	55	2.0	73	–0.2
076	2.1	159	2.0	143	3.0	16	+1.0
079	2.1	219	2.0	101	2.2	118	+0.2
080	2.2	242	2.1	79	2.3	163	+0.2
091	2.5	48	2.5	48	–	–	–
094	2.1	137	1.9	74	2.3	63	+0.4
081	2.0	176	2.0	69	2.0	107	–
082	2.1	204	2.3	180	0.6	24	–1.7
084	2.1	154	2.2	69	2.0	85	–0.2
086	2.1	61	2.1	51	2.1	10	0.0
087	2.1	60	2.1	39	2.1	21	0.0
088	2.1	179	2.1	107	2.1	72	0.0
089	2.1	200	2.1	84	2.1	116	0.0
103	2.1	72	2.2	41	2.0	31	–0.2
092	2.1	67	2.0	39	2.2	28	+0.2
093	1.9	66	1.6	38	2.3	28	+0.7
096	2.0	228	2.1	182	1.6	46	–0.5
099	2.0	205	1.9	56	2.0	149	+0.1
101	2.3	152	2.5	72	2.1	80	–0.4
098	2.2	61	2.0	22	2.3	39	+0.3
159	2.2	218	2.2	207	2.2	11	0.0
102	2.2	29	2.2	29	–	–	–
060	2.1	185					

GRADE 3

SCHOOL	MEAN G.E.	N	TITLE I MEAN G.E.	N_1	NON-TITLE I MEAN G.E.	N_2	DIFFERENCE
046	2.8	53	2.8	53	–	0	–
051	2.5	104	2.4	54	2.6	50	–0.2
052	2.5	153	2.4	50	2.6	103	–0.2
053	2.5	139	2.5	127	2.5	12	0.0
055	2.7	143	2.7	143	–	0	–
057	2.4	188	2.0	50	2.7	68	–0.7
059	2.7	73	2.9	65	1.1	8	+1.8
060	2.6	163	2.3	89	3.0	74	–0.7
061	2.4	56	2.4	56	–	0	–
063	2.6	111	2.8	80	2.1	31	+0.7
066	2.5	163	2.5	103	2.5	60	0.0
067	2.6	100	2.6	67	2.6	33	0.0
068	2.6	110	2.4	51	2.8	59	–0.4
069	2.6	129	2.6	86	2.6	43	0.0
071	2.7	65	2.9	54	1.7	11	+1.2
073	2.4	192	2.3	108	2.5	84	–0.2
097	2.5	107	2.4	60	2.6	47	–0.2
075	2.6	115	2.8	66	2.3	49	+0.5
076	2.6	117	2.6	110	2.6	7	0.0
079	2.5	229	2.3	116	2.7	113	–0.4
091	3.5	40	3.5	40	–	0	–
094	2.5	137	2.6	97	2.3	40	+0.3
081	2.4	190	2.4	117	2.4	73	0.0
082	2.5	166	2.4	152	3.6	14	–1.2
084	2.7	133	3.0	54	2.5	79	+0.5
086	2.6	55	2.6	43	2.6	12	0.0
087	2.6	45	2.9	33	1.8	12	+1.1
088	2.5	189	2.4	101	2.6	88	–0.2
089	2.5	222	2.4	139	2.7	83	–0.3
103	2.5	67	2.3	41	2.8	26	–0.5
092	2.6	55	2.4	29	2.8	26	–0.4
080	2.8	209	2.6	92	3.0	117	–0.4
093	2.5	64	1.9	17	2.7	47	–0.8
096	2.5	239	2.1	32	2.6	207	–0.5
099	2.4	198	2.5	61	2.4	137	+0.1
101	2.6	145	2.5	102	2.8	43	–0.3
159	2.5	199	2.5	150	2.5	49	0.0
102	2.5	30	2.5	25	2.5	5	0.0

GRADE 4

SCHOOL	MEAN G.E.	N	TITLE I MEAN G.E.	N_1	NON-TITLE I MEAN G.E.	N_2	DIFFERENCE
046	2.8	165	2.6	122	3.4	43	–0.8
053	3.3	128	3.4	108	2.8	20	+0.6
055	3.3	150	2.9	82	3.8	68	–0.9
059	3.0	67	2.9	63	4.6	4	–1.7
063	3.2	132	3.7	39	3.0	93	+0.7
066	2.8	151	2.6	55	2.9	96	–0.3
067	3.0	103	2.6	67	3.4	63	–0.8
071	2.9	76	2.7	59	3.6	17	–0.9

GRADE 4 (Continued)

SCHOOL	MEAN G.E.	N	TITLE I MEAN G.E.	N_1	NON-TITLE I MEAN G.E.	N_2	DIFFERENCE
075	3.3	120	3.5	51	3.2	69	+0.4
076	3.4	138	3.2	116	4.5	22	−1.3
079	3.0	236	2.3	54	3.2	182	−0.9
091	4.4	47	4.4	47	–	–	–
094	3.1	157	2.9	89	3.4	68	−0.5
084	3.1	134	2.7	97	4.2	37	−1.5
086	3.2	55	3.0	41	3.8	14	−0.8
087	3.1	56	3.0	47	3.6	9	−0.6
088	3.1	160	2.8	93	3.5	67	−0.7
101	3.1	134	2.8	98	3.9	36	−1.1
159	3.2	206	2.8	111	3.7	95	−0.9
102	3.0	28	2.8	25	4.7	3	−1.9
080	3.4	143	2.7	106	5.4	37	−2.7
081	2.6	181	2.3	15	2.6	166	−0.3
092	2.7	53	1.7	1	2.7	52	−1.0
099	2.8	181	3.6	18	2.7	163	+0.9
069	2.6	95	2.6	80	2.6	15	0.0

GRADE 5

SCHOOL	MEAN G.E.	N	TITLE I MEAN G.E.	N_1	NON-TITLE I MEAN G.E.	N_2	DIFFERENCE
076 *	–	–	3.2	69	–	–	–
080	3.4	143	3.5	118	2.9	25	+0.6
091	3.5	29	3.5	29	3.5	0	0.0
084	3.7	129	2.9	40	4.1	89	−1.2
086	3.2	39	3.2	37	3.2	2	0.0
088	3.5	174	3.0	51	3.7	123	−0.7
102	3.2	26	3.0	21	4.0	5	−1.0
081	3.0	148	3.0	29	3.0	119	0.0
087	3.6	56	2.8	6	3.7	50	−0.9

* Data unavailable for 076.

GRADE 6

SCHOOL	MEAN G.E.	N	TITLE I MEAN G.E.	N_1	NON-TITLE I MEAN G.E.	N_2	DIFFERENCE
137	4.2	346	3.5	163	4.8	183	+1.3
102	4.8	52	3.1	14	5.4	38	+2.3

APPENDIX 3A

PUBLIC ELEMENTARY PUPILS
Study of Reading Intervention Pupils
Metropolitan Achievement Test – May, 1973

GRADE 1

SCHOOL	N	STANDARD SCORE MEAN	GRADE EQUIVALENT MEAN*	N≥ 1.8 G.E.	N < 1.8 G.E.	% ≥ 1.8 G.E.
046	27	33	1.5	6	21	22 %
052	34	31	1.5	5	29	15 %
053	64	29	1.4	2	62	03 %
055	64	35	1.6	18	46	28 %
057	38	34	1.6	5	33	13 %
059	19	32	1.5	4	15	21 %
060	44	29	1.4	5	39	11 %
063	33	30	1.4	1	32	03 %
066	47	30	1.4	4	43	09 %
069	21	32	1.5	2	19	10 %
072	31	32	1.5	3	28	10 %
073	59	33	1.5	5	54	08 %
075	21	34	1.6	3	18	14 %
076	11	30	1.4	1	10	09 %
079	94	25	1.3	13	81	14 %
081	53	31	1.5	5	48	10 %
084	33	35	1.6	8	25	24 %
086	23	30	1.4	0	23	0 %
087	19	30	1.4	1	18	05 %
088	55	31	1.5	3	52	05 %
089	67	32	1.5	7	50	10 %
091	22	38	1.8	10	12	45 %
092	52	35	1.6	14	38	27 %
093	9	30	1.4	0	9	0 %
094	29	31	1.5	2	27	07 %
096	86	32	1.5	8	78	09 %
099	76	40	1.9	49	27	64 %
101	47	31	1.5	1	46	02 %
102	12	28	1.4	0	12	0 %
140	38	33	1.5	7	31	18 %
159	99	31	1.5	9	90	09 %

* Grade equivalents were derived by extrapolating standard score to G.E. on Primary I Level Test.

GRADE 2

SCHOOL	N	PRETEST MEAN	POST TEST MEAN	DIFFERENCE MEAN	N ≥ 2.8 GAIN	N< 2.8 GAIN	% ≥ 2.8 GAIN
046	23	1.6	2.2	0.6	4	19	17%
051	30	1.5	2.2	0.6	3	27	10%
052	21	1.4	1.8	0.4	1	20	5%
053	54	1.4	1.9	0.5	0	54	0
057	30	1.4	1.7	0.3	0	30	0
059	20	1.5	1.9	0.4	0	20	0
061	12	1.3	1.5	0.2	0	12	0

GRADE 2 (Continued)

SCHOOL	N	PRETEST MEAN	POST TEST MEAN	DIFFERENCE MEAN	N ≥ 2.8 GAIN	N < 2.8 GAIN	% ≥ 2.8 GAIN
063	31	1.4	2.1	0.7	2	29	6%
066	14	1.5	1.9	0.5	1	13	7%
067	30	1.5	2.1	0.6	1	29	3%
068	34	1.4	2.2	0.8	3	31	9%
069	22	1.6	2.1	0.5	0	22	0
071	32	1.5	2.5	1.0	7	25	22%
073	49	1.3	1.7	0.4	0	49	0
075	20	1.5	2.0	0.5	0	20	0
079	55	1.5	1.9	0.4	0	55	0
081	57	1.4	2.0	0.6	4	53	7%
082	23	1.4	2.0	0.6	3	20	13%
084	35	1.5	2.1	0.6	2	33	6%
086	15	1.4	1.9	0.5	0	15	0
087	23	1.5	2.2	0.7	3	20	13%
088	23	1.4	1.9	0.5	1	22	4%
089	17	1.6	2.4	0.8	5	12	29%
091	32	1.7	2.6	0.9	10	22	31%
092	30	1.5	2.0	0.6	2	28	7%
093	4	1.3	1.5	0.2	0	4	0
055	37	1.6	2.3	0.7	8	29	22%
094	48	1.5	1.9	0.4	2	46	4%
096	145	1.5	2.1	0.6	15	130	10%
097	41	1.4	1.9	0.5	2	39	5%
099	45	1.4	1.9	0.5	1	44	2%
101	45	1.5	2.4	0.8	6	39	13%
102	8	1.4	1.6	0.2	0	8	0
103	10	1.5	2.1	0.6	0	10	0

GRADE 3

SCHOOL	N	PRETEST MEAN	POST TEST MEAN	DIFFERENCE MEAN	N ≥ 0.7 GAIN	N < 0.7 GAIN	% ≥ 0.7 GAIN
046	19	1.9	2.4	0.5	5	14	26%
051	4	1.6	1.8	0.2	0	4	0
052	12	1.5	2.1	0.6	5	7	42%
053	103	1.9	2.4	0.5	30	73	29%
057	22	1.7	1.9	0.2	2	20	9%
059	16	1.6	2.4	0.8	10	6	63%
060	52	1.7	2.2	0.5	15	37	29%
061	17	1.7	2.4	0.7	8	9	47%
063	34	1.9	2.3	0.4	9	25	26%
066	16	1.8	2.2	0.4	6	10	38%
067	29	2.0	2.5	0.5	9	20	31%
068	43	1.9	2.4	0.5	13	30	30%
069	20	1.9	2.4	0.5	7	13	35%
071	10	2.1	2.6	0.5	2	8	20%
073	49	1.6	2.2	0.6	20	29	41%
075	9	1.7	2.9	1.2	9	0	100%
079	37	1.8	2.4	0.6	11	26	30%
081	78	1.9	2.3	0.4	24	54	31%
082	27	1.6	2.0	0.4	5	22	19%

GRADE 3 (Continued)

SCHOOL	N	PRETEST MEAN	POST TEST MEAN	DIFFERENCE MEAN	N ≥ 0.7 GAIN	N < 0.7 GAIN	% ≥ 0.7 GAIN
084	21	2.0	2.7	0.7	12	9	57%
086	7	1.6	2.5	0.9	6	1	86%
087	12	1.9	2.8	0.9	10	2	83%
088	20	2.0	2.3	0.3	4	16	20%
089	24	1.7	2.2	0.5	8	16	33%
091	34	2.5	3.6	1.1	27	7	79%
092	27	1.9	2.4	0.5	7	20	26%
093	4	1.5	1.8	0.3	1	3	25%
094	39	2.1	2.6	0.5	14	25	36%
096	12	1.4	2.0	0.6	7	5	58%
097	32	1.8	2.3	0.5	12	20	38%
099	17	1.5	2.0	0.5	5	12	29%
101	17	1.8	2.1	0.3	2	15	12%
102	12	2.2	2.6	0.4	1	11	8%
103	4	1.6	2.2	0.6	2	2	50%

GRADE 4

SCHOOL	N	PRETEST MEAN	POST TEST MEAN	DIFFERENCE MEAN	N ≥ 0.6 GAIN	N < 0.6 GAIN	% ≥ 0.6 GAIN
053	41	2.2	3.0	+0.8	16	25	39%
055	59	2.4	2.9	+0.5	29	30	49%
063	14	2.1	3.2	+1.1	10	4	71%
067	6	2.1	2.2	+0.2	2	4	33%
071	2	2.9	2.8	−0.1	0	2	0
075	10	1.7	3.1	+1.3	10	0	100%
091	28	2.8	4.8	+2.0	24	4	86%
094	19	2.1	2.3	+0.2	5	14	26%
084	49	2.1	2.4	+0.3	16	33	33%

GRADE 5

SCHOOL	N	PRE AVERAGE	POST AVERAGE	GAIN AVERAGE	N ≥ 0.6	N < 0.6	% ≥ 0.6
091	20	3.3	4.1	0.8	10	10	50%

GRADE 6

SCHOOL	N	PRE AVERAGE	POST AVERAGE	GAIN AVERAGE	N ≥ 0.6	N < 0.6	% ≥ 0.6
137	57	2.8	3.0	0.2	16	41	28%

APPENDIX 4A

NON-PUBLIC ELEMENTARY PUPILS
Reading Grade Equivalent Comparison of Title I and Non-Title I
Pupils in Schools Providing Title I Services
Metropolitan Achievement Test – May, 1973

GRADE 1

SCHOOL	MEAN G.E.	N	TITLE I MEAN G.E.	N_1	NON-TITLE I MEAN G.E.	N_2	DIFFERENCE
710	1.9	28	1.7	20	2.4	8	–0.7
715	1.8	23	1.6	2	1.8	21	–0.2
720	2.0	23	1.7	11	2.3	12	–0.6
795	1.8	75	1.5	38	2.1	37	–0.6
700	1.9	33	2.1	23	1.4	10	+0.7
730	1.9	32	1.9	15	1.9	17	0.0
735	1.8	50	1.6	33	2.2	17	–0.6
750	1.7	35	1.7	32	1.7	3	0.0
755	1.8	34	1.8	23	1.8	11	0.0
760	2.0	89	1.9	65	2.3	24	–0.4
770	2.5	32	2.3	25	3.2	7	–0.9

GRADE 2

SCHOOL	MEAN G.E.	N	TITLE I MEAN G.E.	N_1	NON-TITLE I MEAN G.E.	N_2	DIFFERENCE
710	2.7	29	2.2	18	3.5	11	–1.3
715	2.5	19	2.2	12	3.0	7	–0.8
720	3.1	26	2.6	17	4.0	9	–1.4
795	2.4	73	2.1	37	2.7	36	–0.6
700	2.8	26	2.7	19	3.1	7	–0.4
730	2.9	27	2.7	17	3.2	10	–0.5
735	2.6	49	2.1	25	3.1	24	–1.0
750	2.7	21	2.8	20	0.7	1	+2.1
755	2.7	33	2.9	23	2.2	10	+0.7
760	3.4	64	2.8	41	4.5	23	–1.7
770	3.2	27	2.8	16	3.8	11	–1.0

GRADE 3

SCHOOL	MEAN G.E.	N	TITLE I MEAN G.E.	N_1	NON-TITLE I MEAN G.E.	N_2	DIFFERENCE
710	3.5	37	3.1	21	4.0	16	–0.9
715	3.2	27	2.9	16	3.6	11	–0.7
720	3.5	27	2.8	14	4.3	13	–1.5
795	3.4	72	3.0	41	3.9	31	–0.9
700	3.2	28	3.0	22	3.9	6	–0.9
730	4.6	22	4.3	13	5.0	9	–0.7
735	3.0	44	2.7	20	3.3	24	–0.6
750	3.1	30	3.1	26	3.1	4	0.0
755	2.9	39	2.7	26	3.3	13	–0.6
760	3.7	62	3.1	41	4.9	21	–1.8
770	3.6	29	3.3	22	4.5	7	–1.2

GRADE 4

SCHOOL	MEAN G.E.	N	TITLE I MEAN G.E.	N_1	NON-TITLE I MEAN G.E.	N_2	DIFFERENCE
710	4.1	35	3.8	28	5.3	7	−1.5
715	3.5	25	3.2	16	4.0	9	−0.8
720	4.4	29	3.7	19	5.7	10	−2.0
795	4.4	74	3.6	27	4.9	47	−1.3
700	3.7	28	3.4	14	4.0	14	−0.6
730	3.8	23	3.5	19	5.2	4	−1.7
735	3.5	28	3.2	12	3.7	16	−0.5
750	4.0	28	3.5	12	4.4	16	−0.9
755	4.0	39	3.3	21	4.8	18	−1.5
760	4.5	68	3.6	28	5.1	40	−1.5
770	4.4	30	4.0	22	5.5	8	−1.5

GRADE 5

SCHOOL	MEAN G.E.	N	TITLE I MEAN G.E.	N_1	NON-TITLE I MEAN G.E.	N_2	DIFFERENCE
710	5.7	34	4.5	16	6.8	18	−2.3
715	4.1	30	3.6	20	5.1	10	−1.5
720	4.6	25	4.0	16	5.7	9	−1.7
795	4.7	65	4.0	30	5.3	35	−1.3
700	4.3	27	3.7	15	5.1	12	−1.4
730	5.2	24	4.7	17	6.4	7	−1.7
735	4.9	27	–	0	4.9	27	–
750	4.7	30	–	0	4.7	30	–
755	4.8	34	3.8	16	5.7	18	−1.9
760	6.1	64	4.7	26	7.1	38	−2.4
770	5.6	30	4.6	7	5.9	23	−1.3

GRADE 6

SCHOOL	MEAN G.E.	N	TITLE I MEAN G.E.	N_1	NON-TITLE I MEAN G.E.	N_2	DIFFERENCE
710	7.3	29	5.3	6	7.8	23	−2.5
715	5.6	25	4.7	15	7.0	10	−2.3
720	6.2	30	5.1	22	9.2	8	−4.1
795	6.3	66	5.5	29	6.9	37	−1.4
700	5.4	26	4.3	6	5.7	20	−1.4
730	5.9	22	4.5	8	6.7	14	−2.2
735	5.3	27	–	0	5.3	27	–
750	5.8	22	–	0	5.8	22	–
755	4.2	33	3.6	14	4.6	19	−1.0
760	7.8	68	4.9	19	8.9	49	−4.0
770	6.3	27	–	0	6.3	27	–

APPENDIX 5A

NON-PUBLIC ELEMENTARY PUPILS
Study of Reading Intervention Pupils
Metropolitan Achievement Test – May, 1973

GRADE 1

SCHOOL	N	POST TEST MEAN	N ≥ 1.8	N < 1.8	% ≥ 1.8
710	2	1.8	1	1	50%
795	37	1.5	5	32	14%
735	13	1.6	2	11	15%
755	23	1.8	14	9	61%
760	27	1.5	3	24	11%
770	21	2.4	19	2	90%

GRADE 2

SCHOOL	N	PRETEST MEAN	POST TEST MEAN	DIFFERENCE MEAN	N ≥ 2.8 GAIN	N < 2.8 GAIN	% ≥ 2.8 GAIN
710	8	1.7	2.2	0.5	0	8	0
715	11	1.6	2.3	0.7	0	11	0
795	37	1.5	2.1	0.6	6	31	16%
735	11	1.4	2.0	0.6	0	11	0
755	20	1.9	2.8	0.9	8	12	40%
760	12	1.7	2.5	0.8	3	9	25%
770	16	2.0	2.8	0.8	7	9	44%

GRADE 3

SCHOOL	N	PRETEST MEAN	POST TEST MEAN	DIFFERENCE MEAN	N ≥ 0.7 GAIN	N < 0.7 GAIN	% ≥ 0.7 GAIN
710	13	2.4	3.1	0.7	7	6	54%
715	12	2.1	2.8	0.7	7	5	58%
795	39	2.1	3.0	0.9	26	13	67%
735	5	1.9	2.7	0.8	2	3	40%
755	25	2.2	2.7	0.5	7	18	28%
760	12	2.0	2.7	0.7	6	6	50%
770	21	3.0	3.4	0.4	6	15	29%

GRADE 4

SCHOOL	N	PRETEST MEAN	POST TEST MEAN	DIFFERENCE MEAN	N ≥ 0.6 GAIN	N < 0.6 GAIN	% ≥ 0.6 GAIN
710	14	3.2	3.4	0.2	5	9	36%
715	9	2.8	2.8	0.0	1	8	11%
795	27	2.8	3.6	0.8	16	11	59%
730	1	2.3	2.3	0.0	0	1	0
735	4	2.6	2.8	0.2	1	3	25%
755	7	2.5	3.0	0.5	3	4	43%
760	4	1.9	2.8	0.9	4	0	100%
770	22	3.1	4.1	1.0	16	6	73%

GRADE 5

SCHOOL	N	PRETEST MEAN	POST TEST MEAN	DIFFERENCE MEAN	N ≥ 0.6 GAIN	N < 0.6 GAIN	% ≥ 0.6 GAIN
770	7	3.2	4.6	1.4	5	2	71%
715	14	3.1	3.2	0.1	5	9	36%
730	3	3.7	3.9	0.2	1	2	33%
710	11	3.8	4.3	0.5	5	6	45%
795	30	3.5	4.0	0.5	13	17	43%

GRADE 6

SCHOOL	N	PRETEST MEAN	POST TEST MEAN	DIFFERENCE MEAN	N ≥ 0.6 GAIN	N < 0.6 GAIN	% ≥ 0.6 GAIN
710	3	4.1	4.6	0.5	2	1	67%
715	4	3.6	4.7	1.1	3	1	75%
795	28	4.0	5.4	1.4	23	5	82%

APPENDIX 6A

SECONDARY FOLLOW-UP READING PROJECT

Mean Grade Equivalents and Gains By School
Comprehensive Test of Basic Skills
Pretest 10/72 – Post Test 5/73

SCHOOL	N	PRETEST MEAN G.E.	N	POST TEST MEAN G.E.	AVERAGE GAIN
027	210	4.7	150	5.8	1.1
028	221	4.5	136	5.7	1.2
030	210	5.2	75	7.0	1.8
031	191	5.0	146	5.5	0.5
033	204	5.6	132	6.3	0.7
034	207	3.9	114	4.7	0.8
036	158	4.7	105	5.5	0.8
037	220	5.5	184	5.6	0.1
039	106	5.3	96	6.1	0.8
040	107	5.3	86	5.8	0.5

APPENDIX 6B

SECONDARY FOLLOW-UP READING PROJECT

Pupils Taking Both Pretest and Post Test
Averages, Gains % Meeting Performance Objective
Pretest 10/72 – Post Test 5/73

SCHOOL	N	PRE AVERAGE	POST AVERAGE	GAIN AVERAGE	N ⩾ 0.6	N < 0.6	% ⩾ 0.6
027	150	4.9	5.8	0.9	99	51	66%
028	136	4.8	5.7	0.9	83	53	61%
030	75	5.2	7.0	1.8	61	14	81%
031	124	5.0	5.5	0.5	60	64	48%
033	128	5.2	6.3	1.2	82	46	64%
034	112	3.9	4.7	0.8	60	52	54%
036	101	4.7	5.5	0.7	52	49	51%
037	185	5.6	5.6	0.0	70	115	38%
039	93	5.4	6.1	0.7	51	42	55%
040	80	5.3	5.8	0.6	38	42	48%